

# **Professional Learning Strategy Proposal**

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## **Developed and Presented by**

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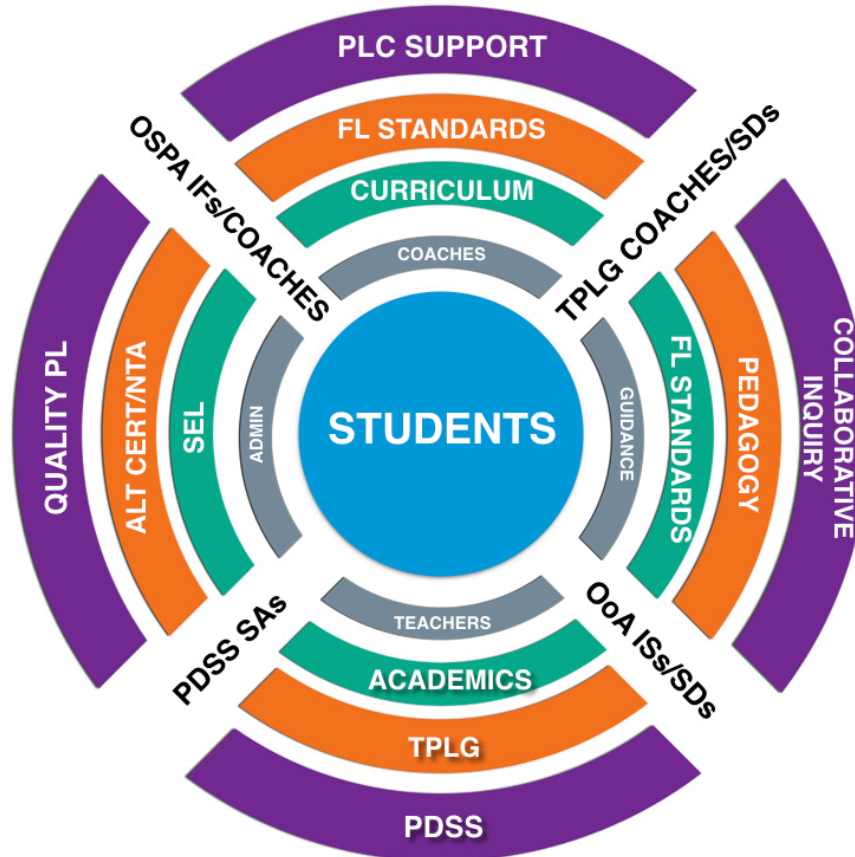
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## I. Professional Learning Strategy

### Overview

In its Strategic Plan for 2016–2019, Broward Schools recognizes the need to ensure that all students receive instruction that addresses their academic success and social and emotional needs. The Plan recognizes that High-Quality Instruction requires support in the form of ongoing professional learning at all levels. The District has developed a comprehensive approach to offer professional learning throughout the year that positively impacts teacher practice and student outcomes. This is accomplished through a range of modalities, including professional learning activities, support and coaching, and professional learning communities. District departments coordinate their efforts to support students as visualized by the concentric circles in Figure 1, below.

Fig. 1. Cohesion Circle



To ensure the quality of professional learning and better coordinate efforts across departments, the District has developed clear definitions for the three types of work in which staff engage to support schools: professional learning, training, and support. Definitions for each type of work are included on the following page.

## Defining the Work to Support Schools



**Professional Learning.** Professional learning is the acquisition of any knowledge, skills and behaviors needed to apply and integrate a strategy or product into one's job or position to advance desired outcomes. BCPS has established criteria and qualifiers (Micro-credential) for individuals or instructors, who exhibit or have experience with the performance indicators of targeted desired outcomes, and who facilitate face-to-face and online professional learning with participants. Professional Learning is a permanent change of knowledge, skills and/or behaviors and long term in nature. Professional learning builds the capacity to achieve and sustain new desired performance outcomes that benefit the organization. BCPS Professional Learning may award in-service points towards renewal of an educator certificate if all the requirements are met pursuant to statutory law, rules, policy, procedures.



**Training.** Training focuses solely on the features and functionality of a strategy or product delivered by an individual. There is no direct connection between this strategy or product and specific outcomes. Training teaches a specific skill, function, features, etc. Participants learn new information, re-learn or reinforce existing skills in an effort to help them improve their performance at their work site. Trainings convey relevant and useful information that inform participants and develop skills that may be transferred back to the workplace. Trainings address gaps in knowledge and skills, but do not monitor fidelity of implementation and impact on practice directly linked to student achievement. Trainings may award participation hours, but these hours cannot be used for renewal of a teaching certificate.



**Follow-up Support.** Effective professional development (PD) includes the planning for and provision of one or more follow-up support (FUS) strategies after a PD event (e.g., training, technical assistance, coaching). The intent of conducting FUS is to strengthen the transfer of learned strategies or skills, leading to implementation. FUS processes may take place over time and may be altered as the needs of the participants change. FUS is not the introduction of new information; it is the reinforcement of information provided at the PD event, needs of schools for additional Mentoring and/or Coaching, and/or needs of schools based on data (Student Achievement Data, Demographics, Mobility, etc.).

## District-wide Professional Learning

A strategy through which the District has successfully coordinated professional learning and support throughout the year is known as Seasons of Learning (SoL). For the past three years, SoL has started with four professional development days during the summer, followed by deeper dives in specific content areas. Learning has continued during the academic year on Employee Planning Days. SoL focuses on the delivery of rigorous standards-based instruction and student supports, including ESOL, SEL, and technology integration. It has grown from a four-day learning opportunity for approximately 800 teachers to a summer-long series for over 5,000 teachers and 600 administrators.

Although the District has built the capacity to reach larger audiences, SoL only reaches about one-quarter of instructional staff. Attendance is voluntary and teachers are compensated through stipends. To reach all instructional employees of the District, PD Providers recognize the need for a more comprehensive solution embedded into the school calendar.

*To provide opportunities for teachers to improve practice through a comprehensive professional learning (PL) strategy, the District will:*

- Add ten compensated professional learning days to the school calendar.
- Ensure that all professional learning is standards driven and targets precise student learner needs identified through the analysis of multiple data points.
- Ensure that professional learning providers plan activities and support collaboratively to guarantee cohesion of learning objectives for all participants.
- Ensure that a system is in place to monitor fidelity of implementation and provide support and resources where needed.

*To increase the quantity and quality of PL opportunities aligned to district priorities for all teachers to systematically improve their practice and student outcomes, the District will:*

- Provide professional learning opportunities that develop content-specific instructional strategies in support of the Strategic Plan.
- Design PD Playlists that enable teachers to personalize their adult learning and enroll in series of courses based on their individual professional growth needs.
- Provide targeted learning opportunities aligned to school improvement plans.
- Measure impact and implementation of professional learning outcomes.

*To build capacity to facilitate and support PL for all schools, the District will:*

- Provide professional learning to members of the BCPS Professional Learning Facilitator pool to ensure expertise via the Teacher Leader Facilitator Academy.
- Build cohorts of experts in all content aligned to the BCPS Strategic Plan
- Foster interdepartmental collaboration to align professional learning with the BCPS Strategic Plan and maximize its impact across the district.

## II. Research in Support of Additional Days for Professional Learning

### Research Brief

Adding ten paid days to the current instructional calendar will provide BCPS an unprecedented opportunity to maximize the impact of professional learning on teacher practice and student learning district-wide. Research in support of the impact of the addition of professional learning days to the calendar is summarized below.

**Time is a common problem with professional learning design.** "... finding time for job-embedded professional learning is one of the most frequently cited challenges with implementing change in education (ASCD, 2013; MetLife, 2012, 2013; Scholastic Press & Bill & Melinda Gates Foundation, 2011)." (quoted in Killion, 2013).

**Core features and structures that impact teacher learning (including time).** "Three core features of professional development activities that have significant, positive effects on teachers' self-reported increases in knowledge and skills and changes in classroom practice: focus on content knowledge; opportunities for active learning; and coherence with other learning activities. It is primarily through these core features that the following structural features significantly affect teacher learning: the form of the activity (e.g., workshop vs. study group); collective participation of teachers from the same school, grade, or subject; and the duration of the activity" (Garet et al., 2001).

**Adding time to the calendar could help principals find time for teacher professional learning.** "Crunching School Schedules: Finding time for teachers' professional learning is easier said than done, say principals and other school leaders. 'I'm always crunching time,' says a middle school principal who admits that his school runs by the clock and the bell. 'The daily schedule dominates everything. I have to work hard to find time slots for extra things like new teacher-mentor sessions and curriculum meetings.' Is adding time to the school schedule the answer? In many schools, tinkering with school schedules seems to be the only way to find time for professional learning. For instance, Gary Watts and Shari Castle, in a 1993 Phi Delta Kappan article on the time dilemma, recommend banking time by lengthening the school day and then spending the accrued minutes on early dismissal (or late start days) so teachers can plan and learn together. Watts and Castle also recommend shifting time and reworking schedules, so teacher teams have common planning time to study, share information, and collaborate on projects. A 1998 RAND study by Susan Bodilly concludes that the right kind of time for teachers to work together requires districtwide changes in schedules and staffing. Bodilly asserts that teachers need at least three hours per week to work together in groups that collectively are responsible for student learning. High-performing New American Schools try to provide this kind of time for teachers by using one or more strategies to incorporate common planning time into the regular school day" (Black, 2001).

**Effective professional learning requires not only more time but also relevant, collaborative work.** “Tinkering around the edges of improvements in staff development is insufficient. I feel a sense of urgency because I want high quality professional learning to benefit students who are now in our schools, not their younger siblings or their own children. Adding a day or two to the inservice calendar or having workshops on cutting-edge topics with nationally-recognized presenters is not enough.” (Sparks, 2001, p. 7) “Although time for professional learning is certainly an important issue, successful professional learning communities have found numerous ways to do collaborative work. Virtually all schools can find several hours a month for professional learning by using one or more of the methods described in the resources mentioned above adding days in the annual calendar, providing early-release days, hiring substitute teachers to enable peer visitations and small group meetings, and using faculty, grade-level, team, and department meetings to promote professional learning, among many other strategies.” (Sparks, 2001, p. 60).

**Additional contact hours are associated with a greater impact of professional learning.**

“The number of contact hours participants are expected to spend in the activity, as well as the span of time over which the activity occurs (e.g., summer institutes with coaching assistance during the year). Research has shown the importance of ongoing professional development that totals a substantial number of hours each year.” (Odden, et al., 2001).

**Professional Learning needs to be sustained over time.** “Unsuccessful school reform efforts provide a fundamental lesson for school leaders... A sprinkling of afterschool workshops and a smattering of half-day learning sessions are no guarantee that teachers will apply new ideas when they return to their classrooms. Training teachers to learn new roles and ways of teaching is a long-term developmental process that requires taking a long view of staff development” (Cook & Fine, 1997).

**US teachers have less time for professional learning and planning than their global peers.**

According to the 2013 Teaching and Learning International Survey, U.S. teachers spend 45 hours each week instructing students, much more than their peers worldwide (average of 38 hours per week), with less time in their schedules for planning, collaboration, and professional development. This makes it harder for U.S. teachers to work with other teachers at their school to develop curriculum and learn new methods of instruction (OECD, 2014).

Three of the nation's largest school districts, Chicago, Houston, and Palm Beach, have designated specific professional development days on the academic calendar. Their calendars are provided as examples on the following three pages.

## Sample District Calendar: Chicago Public Schools



Dr. Janice K. Jackson  
Chief Executive Officer

### 2018-2019 CPS CALENDAR ELEMENTARY AND HIGH SCHOOLS

<b>AUGUST</b>	<b>NOVEMBER</b>	<b>FEBRUARY</b>	<b>MAY</b>
6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27* 28+ 29+ 30+ 31+	5 6 7 8 9 12* 13 14ESPT 15HSPT 16 19 20 (21) 22* 23* 26 27 28 29 30	4 5 6 7 8 11 12 13 14 15 18* 19 20 21 22 25 26 27 28	6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27* 28 29 30 31
<b>SEPTEMBER</b>	<b>DECEMBER</b>	<b>MARCH</b>	<b>JUNE</b>
3* 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28	3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 /24/ /25/ /26/ /27/ /28/ (31)	4 5 6 7 8 11 12 13 14 15 18 19 20 21 22 25 26 27 28 29	3 4 5 6 7 10 11 12 13 14 17 18Q 19# 20* 21e 24e 25e 26e 27e 28
<b>OCTOBER</b>	<b>JANUARY</b>	<b>APRIL</b>	<b>JULY</b>
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#### LEGEND

- Q End of Quarter
- + Teacher Institute Days
- # School Improvement Days
- \* Holiday
- Day of non-attendance for students
- Anticipated Window for Summer Programs
- ( ) Schools closed—no salary paid
- // Schools closed—salary paid except as provided by budgetary action
- HSPT High School Parent-Teacher Conference Day (Report card pickup)
- ESPT Elementary Parent-Teacher Conference Day (Report card pickup)
- e Emergency day-school in session if student days fall below state requirement
- ◆ Each school is provided 2 professional development days
- ▲ School clerks begin working on Wednesday, August 22, 2018

#### \*HOLIDAYS

September 3	Labor Day	January 21	M. L. King Day
October 8	Columbus Day	February 18	President's Day
November 12	Veteran's Day	May 27	Memorial Day
November 22, 23	Thanksgiving Holiday		

Please note: December 25 and January 1 are holidays for the district offices.

#### NOTES:





- **SCHOOL CALENDAR**—School clerks begin on August 22, 2018. Teachers and Chicago Teacher's Union (CTU) – represented Paraprofessionals and School-Related Personnel (PSRPs) begin on August 27, 2018.  
Other school-based employees begin between August 27, 2018 and September 4, 2018.  
Students begin classes on Tuesday, September 4, 2018 and end on Tuesday, June 18, 2019. Both days are full days of school for students.
- **QUARTERS**—Each quarter ends on the following day:  
Q1 ends November 1, 2018      Q3 ends April 4, 2019  
Q2 ends January 31, 2019      Q4 ends June 18, 2019
- **PROGRESS REPORT DISTRIBUTION DAYS**—Schools will distribute progress reports on the following dates:  
Q1 on October 5, 2018      Q3 on March 8, 2019  
Q2 on December 14, 2018      Q4 on May 17, 2019
- **PARENT-TEACHER CONFERENCE DAYS**—Parents are asked to pickup report cards and conference with teachers after the first and third quarters. Parent-Teacher conference days are non-attendance days for students. Elementary and high schools are expected to run a Parent-Teacher Conference Day:  
Elementary      High School  
Q1 on Wednesday, November 14, 2018      Q1 on Thursday, November 15, 2018  
Q3 on Wednesday, April 10, 2019      Q3 on Thursday, April 11, 2019
- **REPORT CARD DISTRIBUTION DAYS**—Please note that report cards for the second and fourth quarters will be sent home:  
Q2 on February 8, 2019      Q4 on June 18, 2019
- **TEACHER INSTITUTE DAYS**—Teacher institute days are non-attendance days for students. These days are approved by the State Superintendent of Instruction for teacher professional development. Teacher institute days are principal-directed for August 28-30, 2018; August 31, 2018 is teacher-directed. August 28, 2018 may be used flexibly across the year.  
Days include: August 28, 2018; August 29, 2018; August 30, 2018 and August 31, 2018.
- **SCHOOL IMPROVEMENT DAYS**—School Improvement Days are non-attendance days for students and are for teachers and staff to review student data, plan instruction, and engage in development aligned to school priorities. They are principal-directed, except April 5, 2019 and June 19, 2019, which are teacher-directed.  
Days include: November 2, 2018; February 1, 2019; April 5, 2019 and June 19, 2019.
- **PROFESSIONAL DEVELOPMENT DAYS**—Each school is provided 2 Professional Development Days: August 27, 2018 and June 20, 2019. Professional development days may be used flexibly across the year. They are principal directed.
- **VACATIONS**—Schools are closed for the following breaks:  
Winter vacation—Schools are closed from December 24, 2018 to January 4, 2019.  
Spring vacation—Schools are closed from April 15, 2019 to April 19, 2019.
- **GRADUATION DATES**—High school graduation ceremonies cannot be held prior to June 8, 2019. Elementary graduations ceremonies cannot be held prior to June 13, 2019.
- **ANTICIPATED SUMMER PROGRAMS**—Anticipated Summer Programs include Summer Bridge, Bilingual Bridge, English Language Summer Support, Extended School Year, Summer Acceleration and High School Summer Credit Recovery.

## Sample District Calendar: Houston Independent School District

### HISD 2018-2019 Academic Calendar

Houston Independent School District

JULY 2018							AUGUST 2018							SEPTEMBER 2018						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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JANUARY 2019							FEBRUARY 2019							MARCH 2019						
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Key		Holidays		
	Holidays	September 3, 2018	Labor Day	
	Early Dismissal/Staff Development Days (240 operating mins + 200 staff dev. mins)	September 10, 2018	<u>Fall Holiday (students only)</u>	
	Teacher Service Days (no students)	November 19-23, 2018	Thanksgiving	
	Teacher Preparation Days (no students)	December 24, 2018 - January 4, 2019	Winter Break	
		January 21, 2019	Martin Luther King, Jr. Day	
		March 11-15, 2019	Spring Break	
		April 19, 2019	Spring Holiday	
		May 27, 2019	Memorial Day	
Significant Dates		Grading Periods		
August 13, 2018	Teachers report to work	<b>6 Cycles</b>	<b>Report Card Dates</b>	
August 27, 2018	First day of school	Aug 27 - Oct 5	28 days	October 12, 2018
December 20, 2018	Last day of first semester	Oct 8 - Nov 9	25 days	November 16, 2018
January 7, 2019	First day of second semester	Nov 12 - Dec 20	24 days	January 11, 2019
May 31, 2019	Last day of school for students	Jan 7 - Feb 15	29 days	February 22, 2019
June 3, 2019	Last day for teachers	Feb 18 - Apr 5	30 days	April 12, 2019
		Apr 8 - May 31	38 days	May 31, 2019
Prekindergarten Grading Periods		<b>4 Cycles</b>	<b>Report Card Dates</b>	
<b>3-Cycles</b>	<b>Report Card Dates</b>	Aug 27 - Oct 26	43 days	November 2, 2018
Aug 27 - Nov 9	53 days	Oct 29 - Dec 20	34 days	January 11, 2019
Nov 12 - Feb 15	53 days	Jan 7 - Mar 8	44 days	March 22, 2019
Feb 18 - May 31	68 days	Mar 18 - May 31	53 days	May 31, 2019

# Sample District Calendar: School Board of Palm Beach County

# THE SCHOOL DISTRICT OF PALM BEACH COUNTY

## SCHOOL CALENDAR 2018-2019

[f](#) PBCSD [t](#) PBCSD [i](#) PBCSD [d](#) PBCSD

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PBCSD

SCHOOL BOARD APPROVED

Revised 10/15/2018

STUDENTS AND ALL EMPLOYEES EXCEPT 12-MONTH EMPLOYEES

12-MONTH EMPLOYEES

ALL OTHER EMPLOYEES SEE EMPLOYEE CALENDAR NOTES

10-HOUR DAYS FOR 12-MONTH EMPLOYEES

DUTY/PDD TEACHER WORK DAY/PROFESSIONAL DEVELOPMENT DAY

JULY 2018					AUGUST 2018					SEPTEMBER 2018																																																																												
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## References

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### III. Professional Learning Delivery Model for Summer 2020

To improve the delivery of District-wide professional learning, training and support for all instructional staff, we propose a delivery model to add ten compensated professional learning days to the instructional employee calendar and provide comprehensive, coherent, and differentiated support to schools based on their identified needs. The ten days of summer professional learning would be delivered in three segments as follows:

- **Day 1:** District Kickoff: Mission and Vision
- **Days 2-7:** Professional Learning Options based on Tier
  - Tier 1 (Consulting and Support Schools): 3 days of PD on District Initiatives, 3 days of PD Options (Teacher Choice)
  - Tier 2 (Focus Schools): 3 days of PD on District Initiatives, 3 days of Customized Professional Learning Days Based on Needs Assessment
  - Tier 3 (Priority Schools): 3 days of PD on District Initiatives, 3 days of Customized Professional Learning Days Based on Needs Assessment
- **Days 8-10:** Professional Learning and planning at each school

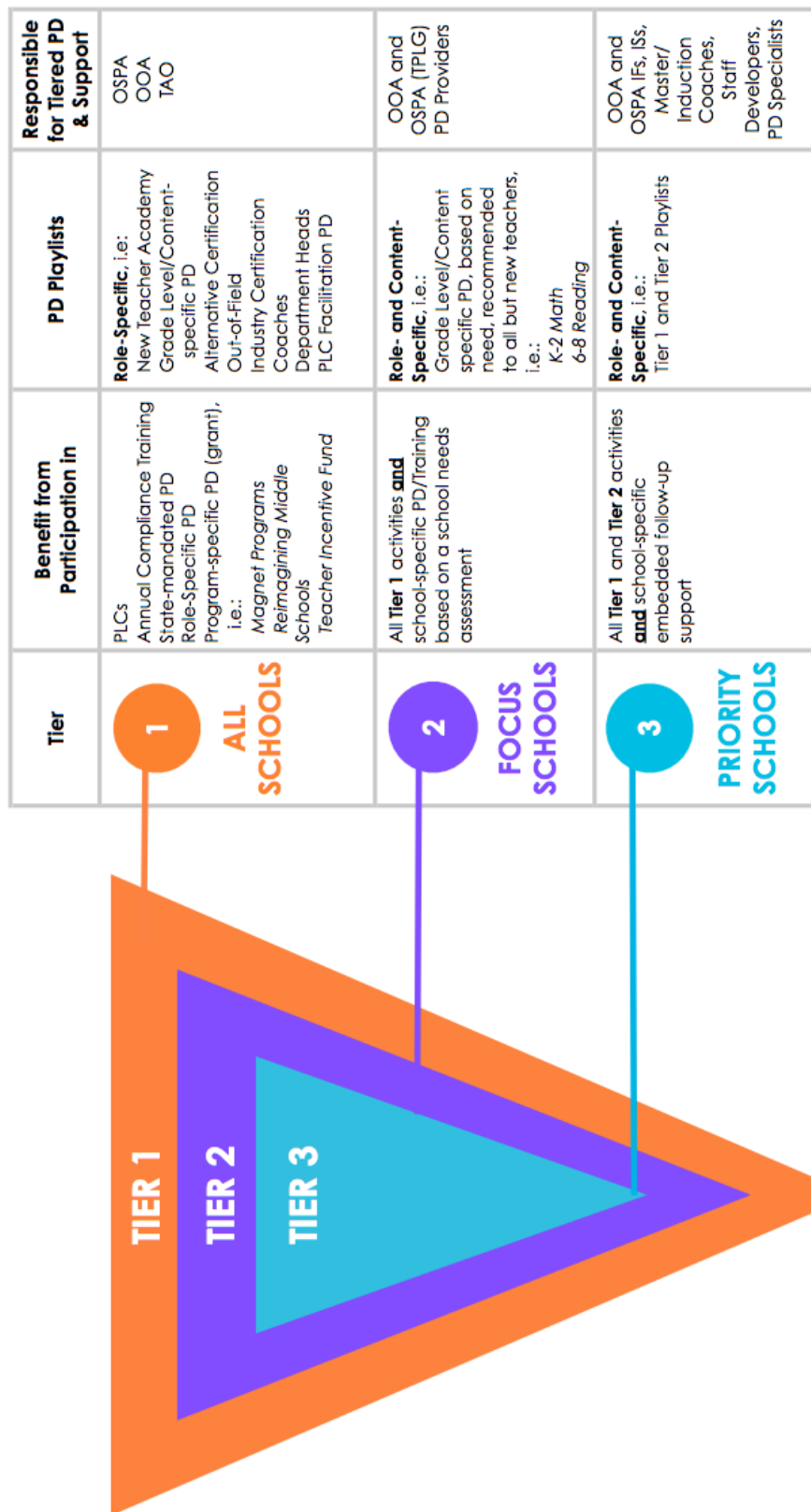
#### Projected Dates for Proposed 10-Day Calendar Extension for 2020–2021

Day	Description	Projected Date
PD Day 1	District Kickoff: Mission and Vision	July 22, 2020
PD Day 2	PL on District Initiatives	July 23, 2020
PD Day 3	PL on District Initiatives	July 24, 2020
PD Day 4	PL on District Initiatives	July 27, 2020
PD Day 5	PL Options Based on Tier	July 28, 2020
PD Day 6	PL Options Based on Tier	July 29, 2020
PD Day 7	PL Options Based on Tier	July 30, 2020
PD Day 8	School-based PL and Planning	July 31, 2020
PD Day 9	School-based PL and Planning	August 3, 2020
PD Day 10	School-based PL and Planning	August 4, 2020
Planning Day 1	Employee Planning Day	August 5, 2020
Planning Day 2	Employee Planning Day	August 6, 2020
Planning Day 3	Employee Planning Day	August 7, 2020
Planning Day 4	Employee Planning Day	August 10, 2020
Planning Day 5	Employee Planning Day	August 11, 2020
First Day of School	First Day of School	August 12, 2020

To provide ongoing, continuous professional learning and support, the District will extend summer professional learning on three full-day Employee Planning Days throughout the academic year, projected to be October 16, 2020, January 4, 2021, and March 19, 2021. The District will also offer professional learning for high school instructional staff, focused on College, Career and Life Readiness, on three full-day Professional Study Days, projected to be September 10, 2020, January 7, 2021, and March 4, 2021.

For a list of professional learning and support activities differentiated by Tier, see Figure 2 on the following page.

Fig. 2. Tiered Professional Learning and Support Activities



## **Appendix A. Teacher Leader Facilitation Academy**

To accomplished the proposed plan, the District will need to sharply increase the number of qualified facilitation and support employees available to staff professional learning activities. The Teacher Leader Facilitator Academy, designed to meet this need, is described in Appendix A.

## Teacher Leader Facilitator Academy 2019-2020

**Rationale:** Establish a cadre of trained Professional Learning Facilitators that actively participate in ongoing learning regarding their respective content area of expertise and the latest research-based design and facilitation techniques for delivering professional learning. These academy members will be lead facilitators District-wide and be able to facilitate professional learning during the 10-Day Summer PL Calendar.

**Process:** Teachers currently participating in a district-led facilitator program, and/or identified by their Principal or district content lead as a master teacher will have the opportunity to apply for this academy. Interested teachers would follow the steps below to apply for participation:

- 1- Complete an online application providing required documents.
- 2- Submit a 5- minute video providing responses to questions provided.
- 3- Be observed by a District content lead teaching a lesson in the specified content area.

Selected participants will complete a commitment survey outlining all required responsibilities of the academy. In addition, participants will be divided into the following cohorts:

- Cohort #1 Returning school-based/District staff (with/without PLF MC)
- Cohort #2 New school-based/District staff (with/without PLF MC)

### **Timeline of Events for Participants: Content and/or Facilitator Focused Option #1 (14 Learning Team Meetings and 4 PL Days)**

Activity/Event	Date Scheduled
<ul style="list-style-type: none"> <li>• <b>STF Kick-Off Welcome Meeting #1</b> <ul style="list-style-type: none"> <li>○ Meet and Greet</li> <li>○ PLF Micro-Credential Awards</li> <li>○ Share/Review Calendar of Events</li> <li>○ Answer Questions</li> </ul> </li> </ul>	<b>October 2019 4-6 pm</b>
<ul style="list-style-type: none"> <li>• <b>Professional Learning Day-</b> Content Specific PL 8:00 am- 3:00pm</li> </ul>	<b>October 18, 2020</b>
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #2</b> <ul style="list-style-type: none"> <li>○ Foundational Content Focus</li> </ul> </li> </ul>	<b>October 2019 4-6 pm</b>

<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #3</b> <ul style="list-style-type: none"> <li>○ Facilitator Development Focus- PD Design</li> </ul> </li> </ul>	<b>November 2019 4-6 pm</b>
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #4</b> <ul style="list-style-type: none"> <li>○ Foundational Content Focus</li> </ul> </li> </ul>	<b>December 2019 4-6 pm</b>
<ul style="list-style-type: none"> <li>• <b>Professional Learning Day- Content Specific PL 8:00 am- 3:00pm</b></li> </ul>	<b>January 6, 2020</b>
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #5</b> <ul style="list-style-type: none"> <li>○ Foundational Content/ESOL Embedded Focus</li> </ul> </li> </ul>	<b>January 2020 4-6 pm</b>
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #6</b> <ul style="list-style-type: none"> <li>○ Foundational Content/SEL Embedded Focus</li> </ul> </li> </ul>	<b>January 2020 4-6 pm</b>
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #7</b> <ul style="list-style-type: none"> <li>○ Foundational Content/ESLS Embedded Focus</li> </ul> </li> </ul>	<b>February 2020 4-6 pm</b>
<ul style="list-style-type: none"> <li>• <b>Professional Learning Facilitator Micro-Credential- PL 8:00 am- 3:00pm</b></li> </ul>	<b>February 2020</b>
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #8</b> <ul style="list-style-type: none"> <li>○ Foundational Content/Equity Embedded Focus</li> </ul> </li> </ul>	<b>February 2020 4-6 pm</b>
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #9</b> <ul style="list-style-type: none"> <li>○ Facilitator Development Focus- PD Facilitation/Challenging Audiences</li> </ul> </li> </ul>	<b>March 2020 4-6 pm</b>
<ul style="list-style-type: none"> <li>• <b>Professional Learning Day- Content Specific PL 8:00 am- 3:00pm</b></li> </ul>	<b>March 20, 2020</b>
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #10</b> <ul style="list-style-type: none"> <li>○ Content Focus- Summer 10 Days PD</li> </ul> </li> </ul>	<b>March 2020 4-6 pm</b>
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #11</b> <ul style="list-style-type: none"> <li>○ Content Focus- Summer 10 Days PD</li> </ul> </li> </ul>	<b>April 2020 4-6 pm</b>
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #12</b> <ul style="list-style-type: none"> <li>○ Content-Focus Summer 10 Days PD</li> </ul> </li> </ul>	<b>April 2020 4-6 pm</b>
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #13</b> <ul style="list-style-type: none"> <li>○ Content Focus- Summer 10 Days PD</li> </ul> </li> </ul>	<b>May 2020 4-6 pm</b>
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #14</b> <ul style="list-style-type: none"> <li>○ Content Focus- Summer 10 Days PD</li> </ul> </li> </ul>	<b>May 2020 4-6 pm</b>

**Timeline of Events for Participants: Content and/or Facilitator Focused**  
**Option #2** (9 Learning Team Meetings and 4 PL Days- Reduced Learning Team Meetings)

Activity/Event	Date Scheduled
<ul style="list-style-type: none"> <li>• <b>STF Kick-Off Welcome Meeting #1</b> <ul style="list-style-type: none"> <li>○ Meet and Greet</li> <li>○ PLF Micro-Credential Awards</li> <li>○ Share/Review Calendar of Events</li> <li>○ Answer Questions</li> </ul> </li> </ul>	October 2019 4-6 pm
<ul style="list-style-type: none"> <li>• <b>Professional Learning Day-</b> Content Specific PL 8:00 am- 3:00pm</li> </ul>	October 18, 2020
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #2</b> <ul style="list-style-type: none"> <li>○ Foundational Content Focus</li> </ul> </li> </ul>	October 2019 4-6 pm
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #3</b> <ul style="list-style-type: none"> <li>○ Foundational Content Focus</li> </ul> </li> </ul>	November 2019 4-6 pm
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #4</b> <ul style="list-style-type: none"> <li>○ Foundational Content Focus</li> </ul> </li> </ul>	December 2019 4-6 pm
<ul style="list-style-type: none"> <li>• <b>Professional Learning Day-</b> Content Specific PL 8:00 am- 3:00pm</li> </ul>	January 6, 2020
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #5</b> <ul style="list-style-type: none"> <li>○ Foundational Content/ESOL/ESLS/ SEL/Equity Embedded Focus</li> </ul> </li> </ul>	January 2020 4-6 pm
<ul style="list-style-type: none"> <li>• <b>Professional Learning Facilitator Micro-Credential-</b> PL 8:00 am- 3:00pm</li> </ul>	February 2020
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #6</b> <ul style="list-style-type: none"> <li>○ Facilitator Development Focus- PD Design and Challenging Audiences</li> </ul> </li> </ul>	March 2020 4-6 pm
<ul style="list-style-type: none"> <li>• <b>Professional Learning Day-</b> Content Specific PL 8:00 am- 3:00pm</li> </ul>	March 20, 2020
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #7</b> <ul style="list-style-type: none"> <li>○ Content Focus- Summer 10 Days PD</li> </ul> </li> </ul>	April 2020 4-6 pm
<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #8</b> <ul style="list-style-type: none"> <li>○ Content Focus- Summer 10 Days PD</li> </ul> </li> </ul>	May 2020 4-6 pm

<ul style="list-style-type: none"> <li>• <b>Learning Team Meeting #9</b> <ul style="list-style-type: none"> <li>◦ Content Focus- Summer 10 Days PD</li> </ul> </li> </ul>	<b>May 2020</b> <b>4-6 pm</b>
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**Timeline of Events for Content Leads:**

<b>Planning Meeting</b>	<b>Date Scheduled</b>
Content Lead Planning Meeting	<b>October 2019</b>
Content Lead Planning Meeting	<b>December 2019</b>
Content Lead Planning Meeting	<b>February 2020</b>
Content Lead Planning Meeting	<b>April 2020</b>
Content Lead Planning Meeting	<b>May 2020</b>

## Appendix B. PDSS Department Goals and Activities

The Department of Professional Development Standards and Support (PDSS) aims to improve achievement of all students by providing effective professional learning opportunities that increase the effectiveness of instructional and non-instructional staff. We aim to achieve this with the following **Goals**:

- **Standards.** To offer valuable, impactful, and relevant adult learning experiences that are *aligned with Professional Learning Standards* and result in improved student achievement.
- **Improvement.** To develop the skills of the District's Professional Learning providers and facilitators to engage in a continuous cycle of improvement to plan, implement, and evaluate professional learning.
- **Cohesion.** To collaborate with all District departments to *provide a cohesive circle of support* for school administrators and teachers to improve student achievement.
- **Systems.** To *provide efficient and effective systems* that support all employees in the pursuit of professional growth, creating a culture of continuous, lifelong learning.
- **PLCs.** To *support Professional Learning Communities* with the resources, tools, and skills they need to authentically and effectively improve student achievement.
- **Evaluation.** To *ensure effective evaluation* that allows Professional Learning providers to measure and monitor the quality and fidelity of implementation, changes in teacher practice, and student outcomes.

PDSS activities in support of each goal are described below.

### Standards

*To offer valuable, impactful, and relevant adult learning experiences that are aligned with Professional Learning Standards and result in improved student achievement.*

In accordance with the School Community Professional Development Act F.S. 1012.98, the Professional Learning System aligns with the Learning Forward Standards for Professional Learning. The Standards "outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results," and inform all the work we do in staff development. PDSS aligns every aspect of its work with the Standards and works with the District's PD Providers to ensure the effective and efficient implementation of high-quality adult learning systems. The seven Professional Learning Standards are listed on the following page.

## Learning Forward Professional Learning Standards

**Learning Communities.** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

**Resources.** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

**Learning Designs.** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

**Outcomes.** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

**Leadership.** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

**Data.** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning.

**Implementation.** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

### Improvement

To develop the skills of the District's Professional Learning Providers and facilitators to *engage in a continuous cycle of improvement* to plan, implement, and evaluate professional learning.

**Professional Learning Plans.** PDSS works with each District Professional Learning Provider to develop a Master Plans to plan and evaluate ongoing professional learning and training; Innovation Configurations to describe the desired outcomes and performance indicators for multi-year professional learning initiatives; and Add-on Endorsement applications to propose, provide and monitor local credentialing in the areas of ESOL, Reading, Gifted and Athletic Coaching.

**Professional Learning Coordinating Committee.** The Professional Learning Coordinating Council (PLCC) is composed of Professional Learning providers, Administrators, and teacher leaders from across the District who monitor the planning, learning, implementation, and evaluation of the professional learning offered in Broward Schools.

**Facilitating BCPS Professional Learning Micro-credential.** Professional learning Standards and Support facilitates the first Micro-Credential offered in Broward County Schools District wide. Micro-credentials provide an opportunity for educators to engage in rigorous, self-paced, job-embedded professional learning that is connected to the daily skills teachers need in their classrooms. This new wave in professional learning provides a way for teachers to earn recognition for the skills they acquire through formal and informal learning opportunities, to personalize their professional learning that meets their needs, and to take what they learn and apply it to their classrooms. Our teachers and District personnel are currently enrolled in four Professional Learning Facilitator Micro-Credential courses and are in the process of submitting their competency-based evidence focusing on experience and face-to-face professional learning offered.

**Teacher Leader Facilitator Academy.** The Office of School Performance and Accountability and the Office of Academics is requesting Principal and/or Director nominations of outstanding teacher leaders, district staff, or teachers currently participating in a district-led facilitator program that have demonstrated strong content-based mastery and success facilitating professional learning. The purpose of this academy is to establish a cadre of trained Professional Learning Facilitators that actively participate in ongoing learning regarding their respective content area of expertise and learn the latest research-based design and facilitation techniques for delivering professional learning.

Interested teachers would follow the steps below to apply for participation: 1- Complete an online application providing required documents. 2- Submit a 5- minute video providing responses to interview questions provided. 3- Be observed by a District content lead teaching a lesson in the specified content area.

Once selected, all participants must be available to attend scheduled professional learning sessions, learning team meetings, as well as follow-up support sessions. The members of the academy will earn the Facilitating BCPS Professional Learning Micro-Credential to enable them to plan, design, and create high quality professional learning that they will facilitate during the 2020 Summer Professional Learning sessions. Selected participants will complete a commitment survey outlining all required responsibilities of the academy. In addition, participants will be divided into the following cohorts:

- Cohort #1 Returning school-based/District staff (with/without PLF MC)
- Cohort #2 New school-based/District staff (with/without PLF MC)

These academy members will serve as lead facilitators District-wide and can facilitate professional learning during the 2020 Summer PL Calendar. This initiative is to ensure the

District maintains coherence and relevance with the facilitation of high-quality professional learning.

### **Cohesion**

*To collaborate with all District departments to provide a cohesive circle of support for school administrators and teachers to improve student achievement.*

PDSS develops PD Providers to deliver their content in accordance with the Florida Statutes, Florida Department of Education Rules, professional development standards, and the Board-approved Professional Learning System. PDSS collaborates with PD Providers throughout the District to act as a central point of coordination for professional learning, training, and support for all District staff. with the Department of Student Assessment and Research to group schools into four tiers and subsequently provide levels of support in response to identified needs.

PDSS actively optimizes cohesion of District-wide adult learning is Seasons of Learning, an annual series of professional learning and training opportunities focused on standards-based curriculum and content, pedagogy, and leadership, with cross-cutting, integrated supports including equity, social and emotional learning, ESOL, and instructional technology. Each year, Seasons of Learning begins with four days of contiguous activities in June, continuing with Deeper Dives throughout the summer, and followed up by further learning opportunities on Employee Planning Days during the academic year. Participation in Seasons of Learning has grown from 800 participants in 2016 to over 5,000 in 2018.

### **Systems**

*To provide efficient and effective systems that support all employees in the pursuit of professional growth, creating a culture of continuous, lifelong learning.*

**BCPS Professional Learning System.** PDSS provides the framework that houses the development, design, delivery, implementation, and evaluation of PD. PDSS develops and annually revises the document that provides the District's vision and goals for professional learning (pp. 4–7), delineates the overall guiding Master Inservice Plan for the overarching philosophy of PD for the District (pp. 7–8), establishes the rules for professional development and training throughout the District (pp. 9–13), and defines roles with specific competencies used for all talent management supporters (pp. 18–22). Once approved by the School Board of Broward County, PDSS submits the updated PL System to the State Department of Education. The current BCPS PL System is accessible via the PDSS webpage at <https://www.browardschools.com/pdss>.

**Learning Across Broward (LAB).** On January 7, 2019, the District launched a new Professional Development Management System, known as LAB. The system allows District PD Providers to propose courses and sections, manage rosters, close courses, collect feedback, and award points. It also allows PDSS to monitor offerings, ensure alignment

with PD standards, and provides access to valuable data regarding professional learning and training District-wide. The new system includes advanced search capabilities, advanced tools for targeting learning based on employee characteristics, customized notifications, and a mobile app to track progress and attendance, and integration with Canvas, Office 365, and Single sign-on. LAB will allow principals to view their teachers' iObservation results and professional learning transcripts side-by-side, lets principals and District administrators recommend courses to groups of staff, and enables the development of Playlists to enroll participants in series of courses to track employee progress across multiple learning opportunities.

**PD Playlists.** Currently under development as part of Learning Across Broward, PD Playlists will allow District Professional Development Providers to develop, implement, and manage lists of courses as a group or series. Users can find and enroll in Playlists by searching in LAB, or Playlist Managers can assign Playlists to targeted user groups. PD Playlists serve three primary purposes:

- Communicate related courses intended to be completed as a group or series.
- Allow organizers to track completion of multiple courses simultaneously.
- Enable organizers recommended or require Playlists to specific staff groups.
- Enable participants to personalize their professional learning and growth.

District providers propose PD Playlists using an online form to specify course lists, requirements, and other parameters. Then, PDSS staff develop the Playlist in LAB, assist with assignment to staff by demographic profile (e.g. title, location, experience), and assign an organizer to manage enrollment and completion. In addition to course recommendations and requirements, LAB also allows course managers to restrict courses and Playlists from appearing in search results by certain users. This will help ensure that courses are provided to the specific target audiences for whom they are intended.

**Seasons of Learning 2019 - Secondary Language Arts**

PD Playlist Dashboard

Moderator: MYERS IV, FRED OWEN Released on 04/23/2019

Details Participants (2) **Courses (13)** Discussion Notifications Status

☐ Allow Participants to Add Courses

Search Course:  Add Filter Add Courses

COURSE #	COURSE	REQUIRED	ELECTIVE	TYPE	Remove All
39124627	Creating ELA Blended Learning Lessons	<input checked="" type="radio"/>	<input type="radio"/>	ELA	<input checked="" type="radio"/>
39125261	ELA 6-12 Navigating the Big Ideas	<input type="radio"/>	<input checked="" type="radio"/>	ELA	<input checked="" type="radio"/>
39124699	ELA 6-12 Notice & Note and Novel Study	<input checked="" type="radio"/>	<input type="radio"/>	ELA	<input checked="" type="radio"/>
39125512	ELA 6-12 Student-Led Academic Discussion	<input checked="" type="radio"/>	<input type="radio"/>	ELA	<input checked="" type="radio"/>
39124690	ELA Developing Text-based Writers	<input type="radio"/>	<input checked="" type="radio"/>	ELA	<input checked="" type="radio"/>

*Managing PD Playlist courses in LAB.*

**Teacher Evaluation.** Currently under development, LAB will sync with iObservation data to allow school-based administrators to recommend specific professional learning opportunities to staff groups or individual staff members at their sites, based on teacher evaluation results and professional growth plans.

**Student Assessment and Analytics.** The District is currently reviewing the integration of a Student Information and Assessment module into the current Professional Development Management System to facilitate the recommendation of professional learning courses, and to inform the evaluation of the impact of professional learning, based on student academic outcomes. The need for this system is based on the following Theory of Action:

*IF* we want to empower BCPS instructional leaders to make more informed decisions on professional development connecting directly to what our students and educators need support in to positively influence instructional outcomes...

*THEN* we will need to offer professional learning opportunities with direct links to student item analysis and standards tracking assessment reports. As teachers and principals analyze how their students performed in specific standards on benchmark or in-classroom assessments, they are directly linked to standard aligned PD content/opportunities that address teaching strategies on the standard. This will help to bring all the data together (professional development and student assessment data) into a single analytics platform.

**Broward Virtual University** offers Florida Department of Education approved add-on endorsement courses for Reading, Gifted and English for Speakers of Other Languages (ESOL). Broward County Public School and Board Approved Charter School teachers, in addition to teachers from all around Florida, can participate in these rigorous and enriching online learning experiences to earn add-on endorsement(s) on their teaching certificate as well as inservice points.

In the last few years, the costs for providing these endorsement courses have been fully supported by the Title II-Part A, Teacher and Principal Training and Recruiting Fund grant. The Title II-Part A grant allocations are from the Florida Department of Education as appropriated by US Department of Education. This funding source has sustained a declining fund balance and can no longer support this program. To continue offering these courses, beginning with the Fall 2017 semester, BVU course offerings will be assessed a \$55 per course registration fee. To reduce any additional costs to participants, the content has been updated to eliminate the requirement of purchasing additional materials such as textbooks.

As part of our continued effort to better serve our district, a course registration fee will be charged for Broward Virtual University courses. Full payment will be required and collected upon registration through Learning Across Broward (LAB). Upon registration, participants may pay with a credit card only. Additional options are available through universities and professional learning providers at considerably higher fees.

## Professional Learning Communities

*To support Professional Learning Communities with the resources, tools, and skills they need to authentically and effectively improve student achievement.*

Teachers throughout Broward County engage in PLCs to improve student outcomes at schools throughout the district. PLCs use data to determine student and educator learning needs; develop common team goals; engage in learning to implement research-based strategies and use formative and summative data to evaluate the impact of what was learned and implemented. A goal of Broward's BEST (Beyond Expected Student Targets) initiative is to establish and ensure authentic PLCs in all assessed grades/subjects and K-2. CARE (Curriculum, Assessment, Remediation and Enrichment) Cycles provide further structure of the work of PLCs by guiding team conversations and plans for learning in Curriculum, Assessment, Remediation and Enrichment.

### School Support for PLCs

Each school has identified an Inservice Facilitator (IF) and Professional Learning Administrator. The IF communicates directly with PDSS through their assigned PDSS Support Contact.

- **Inservice Facilitator:**
  - Acts as liaison between the school's assigned PLC teams and PDSS Support Contact
  - Provides essential information, tools, and resources to facilitate successful implementation of the PLC model in their building
  - Maintains rosters
  - Ensures PLC enrollment
  - Participates in all webinars and training
  - Monitors PLC Activity (Minutes)
  - Closes, by May 29th of each year, all school-based PLCs to ensure those who completed all requirements earn appropriate inservice credit
- **Professional Learning Administrator:**
  - Provides the time and opportunity for PLCs to meet
  - Approves PLC Proposals
  - Monitors PLC Team progress through Learning Across Broward
  - Monitors CARE Cycle submissions by team
  - Provides feedback on the implementation of professional learning and effectiveness towards reaching targets
- **PDSS Support Contact:**
  - Guide School-based and District-based Professional Learning Community Teams to successfully implement and appraise their team's learning.
  - Works collaboratively with the Inservice Facilitator, PLC Facilitator and Professional Learning Administrator to provide expert advice and tools to ensure participants will be able to earn inservice credit within the PL System

## PLC Facilitation

PDSS offers the following professional learning sessions to guide PLC members to authentic PLC practices:

**Facilitating Authentic BCPS PLCs.** This two-day professional learning course will engage participants in learning that explores the effective foundational structures of authentic PLCs and the facilitator's role. PLC facilitators will learn how to use research-based strategies in their Professional Learning Communities as well as design, facilitate, and implement an authentic PLC, with a focus on collaborative inquiry, action research, lesson study and data teams.

**Facilitating Authentic District/Department PLCs.** District/Department Facilitators will learn and practice PLC strategies that will further develop and sustain their PLC Facilitation skills. Participants will learn to use protocols, deepen their understanding of team collaboration, and expertise in the professional learning community model.

**PLC Teacher Leader Forum:** PLC Teacher Leaders will practice implementation strategies in a forum setting that will further develop and sustain learned PLC Facilitation strategies incorporating the use of protocols, deepening team collaboration, and expertise in the professional learning community model.

**PLC: Collaborative Inquiry.** In a scenario-driven simulation to determine a meaningful student-centered focus for teaching and learning, explore the four stages of collaborative inquiry as a model for adult learning to engage PLC teams in the Cycle of Continuous Improvement. Develop meaningful student-centered focuses to generate impactful inquiry questions and theory of action. Apply data-driven strategies and analyze the impact on adult-learning and student achievement.

**PLC: Data Teams Process Start to Finish.** This 3-hour professional learning course will engage participants in learning that explores Data Teams and aligns with the components of authentic PLC facilitation. Participants will: introduce Data Teams and understand how to use this PLC structure to improve teaching and learning; collaboratively navigate through each step of the Data Team process; identify and discuss strategies for implementation; and understand how to use Data Teams to analyze student data; and collaboratively select appropriate instructional strategies to enhance student achievement.

**PLC: Lesson Study.** This three-hour professional learning course will engage participants in learning that explores Lesson Study and aligns with the components of authentic PLC facilitation. Participants will understand how to use this PLC structure to improve teaching and learning; collaboratively navigate through each step of the Lesson Study process; identify and discuss strategies for implementation; and understand how to use Lesson Study to analyze student engagement; and collaboratively select appropriate and effective instructional strategies to enhance student achievement.

**PLC Digital Toolbox.** The [PLC Digital Toolbox](#) provides information, tools, and resources to support the facilitation of collaborative professional learning communities in schools. These tools can be used as educators continue their Journey to Authentic PLCs.

**BCPS Model PLC School Recognition Program.** This recognition is granted to schools that demonstrate evidence of a sustained commitment to learning, collaboration, and results through their professional learning communities. Interested schools will complete the online application and fulfill the outlined criteria. Selected schools will be featured as exemplars of authentic PLCs within Broward County Public Schools.

## Evaluation

*To ensure effective evaluation that allows Professional Learning providers to measure and monitor the quality and fidelity of implementation, changes in teacher practice, and student outcomes.*

Evaluation of professional learning requires gathering various data sources including but not limited to formative and summative data on the fidelity of implementation and eventual impact on participants' performance and student outcomes. A mixed-methods approach using qualitative and quantitative evaluation measures is used to measure impact on teacher practices and student outcomes. Individuals are tasked with evaluating their individual learning plans and to discover the degree of fidelity of implementation of the plan, the changes in practice because of the learning, and the impact on student learning or job performance.

All BCPS Professional Learning Providers collaborate with the Department of Professional Development Standards and Support to evaluate professional learning. They participate in meetings of the Professional Learning Coordinating Committee four times per year to learn standards-aligned practices for planning, implementing, and evaluating professional development.

District Professional Learning Providers meet individually with the PDSS Research Specialist and their Professional Learning Contact three times per year: for a Mid-Year Review of formative data, and End-of-Year Review of summative data, and a Professional Learning Plan review, to monitor the fidelity of implementation and impact on learner practice and student outcomes. Then, providers use evaluation results to guide decisions about adjustments that are needed to plan professional learning strategies and course offerings, improve the practices and performance of instructional and non-instructional staff, and impact student outcomes, in alignment with the District's Strategic Plan.

Embedded in all Master Plans, Innovation Configurations and Activity Proposals are Evaluation Plans aligned with Guskey's Five Critical Levels of Professional Development. Professional Learning Providers determine the instruments they will use to collect data to inform Professional Learning Evaluation at each of the five levels and evaluate professional learning activities as follows:

## **Evaluation Model: Guskey's Five Levels of Professional Learning Evaluation**

**Level 1: Participants' Reactions.** Providers evaluate participants' reactions and describe how the quality and fidelity of the professional learning activity will be monitored. Participants complete feedback forms to evaluate all professional learning and training using online forms in LAB: Learning Across Broward, the District's Professional Development Management System.

**Level 2: Participants' Learning.** Providers describe how participants' learning of new knowledge will be evaluated.

**Level 3: Organizational Support.** Providers verify organizational supports required for successful implementation will be evaluated and provide a description.

**Level 4: Participants' use of new knowledge and skills.** Participants select the primary method to evaluate changes in teacher practice and describe how use of new knowledge and skills will be evaluated.

**Level 5: Student Learning Outcomes.** Participants select the primary method through which Student Learning Outcomes will be evaluated and describe how the impact of the professional learning on student achievement and/or behavior will be evaluated. Student outcomes are monitored in alignment with the targets of the District Strategic Plan where applicable.

In addition to professional learning activities, PDSS evaluates the system of supports provided to **Professional Learning Communities** by monitoring PLC proposals, registration, mid- and end-of-year verification forms, feedback forms, and a District-wide PLC Survey of instructional staff.

PDSS evaluates Professional Learning through an annual **District-wide Professional Learning Survey** of all staff, differentiated by Professional Learning role, to gauge the level of satisfaction of Professional Learning received throughout the year and to determine areas of need. PDSS also monitors all Professional Learning provided through the Professional Development Management System, including attendance and completion by course type and course group. PDSS provides comprehensive Professional Learning data to the Florida Department of Education through annual submission known as Survey 5. PDSS summarizes the results of Professional Learning Evaluation across all Professional Learning plans in an Annual Report of the BCPS PL System, organized by Department goals, and attached as an appendix to the PL System approved each year by the School Board of Broward County.

## Professional Development Master Plans and PD Providers, July 17, 2019

Master Plan or Innovation Configuration	District PD Provider (Department)
Advanced Academics	Secondary Learning
Applied Learning - Fine Arts	Applied Learning
Applied Learning - Physical Education	Applied Learning
Applied Learning - STEM and Computer Science	Applied Learning
Athletic Coaching Endorsement	Applied Learning
BCPS PL System	Professional Development Standards and Support
Before and After School Child Care	Before and After School Child Care
BrIDGES - Instructional	Teacher Professional Learning and Growth
Broward District Schools Police - Emergency Preparedness	Special Investigative Unit
BTU - Effective Teaching	Broward Teachers Union
BTU - Steward Leadership	Broward Teachers Union
Career, Technical, Adult and Community Education (CTACE)	Career, Technical, Adult and Community Education (CTACE)
Children's Literacy Initiative (i3 Scale Up Grant)	Literacy
Coaching and Induction	Coaching and Induction
Compliance	Talent Acquisition and Operations (Non-Instructional)
Coordinated Student Health Services	Coordinated Student Health Services
Digital Learning Curriculum Integration	Innovative Learning
Dual Language	Bilingual/ESOL
Elementary Learning	Elementary Learning
Environmental Health and Safety	Environmental Health and Safety
Equity and Diversity	Equity and Academic Attainment
ESE Leadership Credentialing	Exceptional Student Learning Support (ESLS)
ESE Requirement for Renewal (SB 1108)	Exceptional Student Learning Support (ESLS)
ESOL (English for Speakers of Other Languages)	Bilingual/ESOL
ESOL Add-on Endorsement	Bilingual/ESOL
Exceptional Student Learning Support (ESLS)	Exceptional Student Learning and Support
Facilities Service Persons	Talent Acquisition and Operations (Non-Instructional)
Food and Nutrition Services	Food and Nutrition Services
Food and Nutrition Services Management	Food and Nutrition Services
Gifted Add-on Endorsement (Expires 2022)	Innovative Learning
Head Start / Early Intervention	Head Start/Early Intervention
Head Start / Early Intervention Coaching	Head Start/Early Intervention
Journey to Authentic PLCs	Professional Development Standards and Support
Junior Reserve Officers' Training Corps (JROTC)	Athletics and Student Activities
Leadership Development	Leadership Development
Lean Six Sigma	Strategic Initiative Management
Library Media	Innovative Learning
Lighthouse Schools	Innovative Learning
Literacy	Literacy
Non-Instructional Leadership Development	Talent Acquisition and Operations (Non-Instructional)
Office Support Personnel	Talent Acquisition and Operations (Non-Instructional)
Psychological Services	Exceptional Student Learning Support (ESLS)
Reading Add-on Endorsement	Literacy
Reimagining Middle Grades	Secondary Learning
School Applications	School Applications
School Climate and Discipline	School Climate and Discipline
School Counseling	School Counseling
Secondary Language Arts	Secondary Learning
Secondary Mathematics	Secondary Learning
Secondary Science	Secondary Learning
Secondary Social Studies	Secondary Learning
Social and Emotional Learning	School Counseling
Teacher Incentive Fund (TIF) V	Coaching and Induction
Teacher Preparation	Teacher Professional Learning and Growth
Technology Systems & Operations	Information and Technology
Title I, Migrant and Special Programs	Title I, Migrant & Special Programs
World Languages	Bilingual/ESOL

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA  
PROFESSIONAL DEVELOPMENT STANDARDS AND SUPPORT**

**SUSAN LEON-LEIGH  
DIRECTOR**

**Phone: 754-321-5006**

**Facsimile: 754-321-5092**

**SIGNATURE ON FILE**

DATE: December 19, 2018

TO: All Directors

FROM: Susan Leon-Leigh  
Director, Professional Development Standards and Support

VIA: Valerie S. Wanza, Ph.D.  
Chief School Performance and Accountability Officer

**SUBJECT: BCPS PROFESSIONAL LEARNING AND TRAINING**

The Department of Professional Development Standards and Support (PDSS) manages, evaluates and supports all departments with their Professional Learning and Training for all district employees.

**Effective January 7, 2019, ALL Professional Learning and Training are required to be entered in the district's management system, Learning Across Broward (LAB).** All registration, attendance, follow-up, etc. will be completed in LAB. Please be aware that all PIVOT communications regarding Professional Learning and/or Training will be routed to PDSS for approval prior to posting in PIVOT. PIVOT communications will only be approved by PDSS if the Professional Learning and/or Training has been entered into LAB.

As a reminder, per our board approved Professional Learning System, these are defined as:

**Professional Learning** is the acquisition of any knowledge, skills, and behaviors needed to apply and integrate a strategy or product into one's job or position to advance desired outcomes. BCPS has established criteria and qualifiers (Micro-credential) for individuals or instructors, who exhibit or have experience with the performance indicators of targeted desired outcomes, and who facilitate face-to-face and online professional learning with participants. Professional Learning is a permanent change of knowledge, skills, and/or behaviors and long term in nature. Professional learning builds the capacity to achieve and sustain new desired performance outcomes that benefit the organization. BCPS Professional Learning may award in-service points towards renewal of an educator certificate if all the requirements are met pursuant to statutory law.

**Training** focuses solely on the features and functionality of a strategy or product delivered by an individual. There is no direct connection between the strategy or product and specific outcomes. Training teaches a specific skill, function, features, etc. Participants learn new information, re-learn or reinforce existing skills in an effort to help them improve their performance at their work site. Trainings convey relevant and useful information that inform participants and develop skills that may be transferred back to the workplace. Trainings address gaps in knowledge and skills, but do not monitor fidelity of implementation and impact on practice directly linked to student achievement. Trainings may award participation hours, but these hours cannot be used for renewal of a teaching certificate.

PDSS appreciates all you do to support adult learning for our employees. We look forward to continuing to work with your department.

**If you have any questions, please contact PDSS at 321-5006.**

VW/SL:bcm

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA  
PROFESSIONAL DEVELOPMENT STANDARDS AND SUPPORT**

**SUSAN LEON-LEIGH  
DIRECTOR**

**Phone: 754-321-5006**

**Facsimile: 754-321-5092**

**SIGNATURE ON FILE**

DATE: March 7, 2019

TO: All Directors

FROM: Susan Leon-Leigh  
Director, Professional Development Standards and Support

VIA: Valerie S. Wanza, Ph.D.  
Chief School Performance and Accountability Officer

**SUBJECT: Professional Learning and Training BCPS ALERTS**

The Department of Professional Development Standards and Support (PDSS) manages, evaluates and supports all departments with Professional Learning and Training.

Effective January 7, 2019, ALL Professional Learning and Training are required to be entered in the district's management system, Learning Across Broward (LAB). All registration, attendance, etc. will be completed in LAB. **In alignment with the Memorandum dated December 19, 2018 (BCPS Professional Learning and Training), please be aware that all BCPS Alerts regarding Professional Learning and/or Training will be routed to PDSS for approval prior to posting.** BCPS Alerts will only be approved for posting if the Professional Learning and/or Training has been entered into LAB. Please ensure that all your department's PD and/or Training is in LAB prior to sending BCPS Alerts for distribution to participants.

As a reminder, per our board approved Professional Learning System, professional learning and training are defined as:

**Professional Learning** is the acquisition of any knowledge, skills, and behaviors needed to apply and integrate a strategy or product into one's job or position to advance desired outcomes. BCPS has established criteria and qualifiers (Micro-credential) for individuals or instructors, who exhibit or have experience with the performance indicators of targeted desired outcomes, and who facilitate face-to-face and online professional learning with participants. Professional Learning is a permanent change of knowledge, skills, and/or behaviors and long term in nature. Professional learning builds the capacity to achieve and sustain new desired performance outcomes that benefit the organization. BCPS Professional Learning may award in-service points towards renewal of an educator certificate if all the requirements are met pursuant to statutory law.

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PDSS appreciates all you do to support adult learning for our employees. We look forward to continuing to work with your department.

**If you have any questions, please contact PDSS at 754-321-5006.**

VW/SL:bcm



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## **Assessment of Professional Learning (PL)**

Executive Briefing – Findings, Recommendations and Initial Roadmap

***Version: May 21, 2019***

# About Alma – Sharing Examples of our Work

Alma Advisory Group, LLC (Alma) is a consulting firm with the mission of fostering the culture, people, and practices that enable staff to do their best, teams to do great work, and organizations to accomplish outstanding results.

	<ul style="list-style-type: none"> <li>Established routines to strengthen how principal supervisors escalated issues to the Deputy Superintendent, and served as a critical friend to the Department as they took stock of the principal pipeline strategy, called the Leadership Institute</li> <li>Helped HIDOE strengthen its leader recruitment and development strategies, and improve the design of its principal preparation curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>Created tools and provided supports to Area Superintendents to guide how principals design, deliver, and evaluate job-embedded PD aligned with school-wide professional learning plans.</li> </ul>
	<ul style="list-style-type: none"> <li>Clarified the role of the principal supervisor, called Instructional Leadership Executive Director (ILED), and the role of HR in supporting principals to make effective human capital decisions</li> </ul>
	<ul style="list-style-type: none"> <li>Conducted a review and provided recommendations to improve screening process for aspiring leader and principal pipeline programs</li> <li>Recent data shows that almost 80% of aspiring leader program members are hired within 6 months of program completion</li> </ul>
	<ul style="list-style-type: none"> <li>Provided a model to cost out compensation changes into the future; the roadmap of recommendations are still serving as a key guide and resource for the district.</li> </ul>

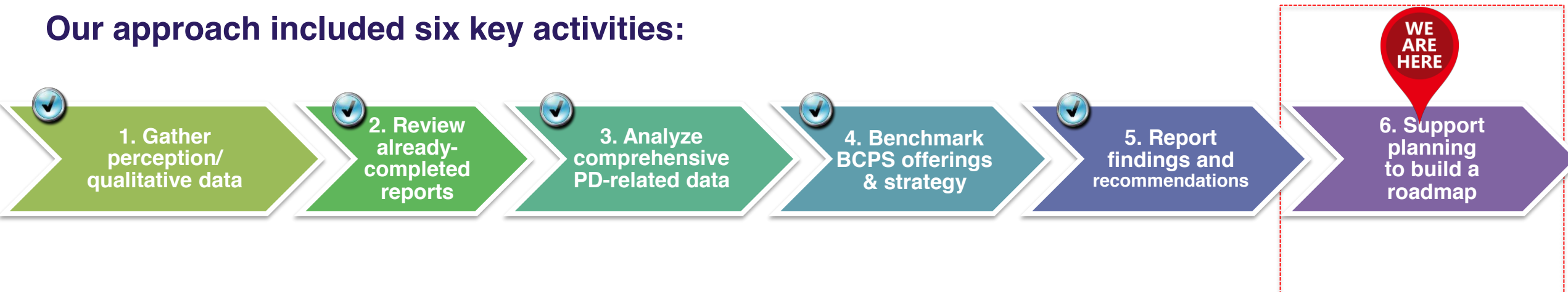
# Our Approach and Progress to Date

Framework/Methodology

## Alma Advisory Group's study seeks to:

- Understand current PL structure, decision-making, delivery, monitoring and investments
- Assess whether PL is reaching its intended impact
- Identify qualitative and quantitative strengths and opportunities of PL offerings
- Inform the priorities for the district's next strategic plan

## Our approach included six key activities:



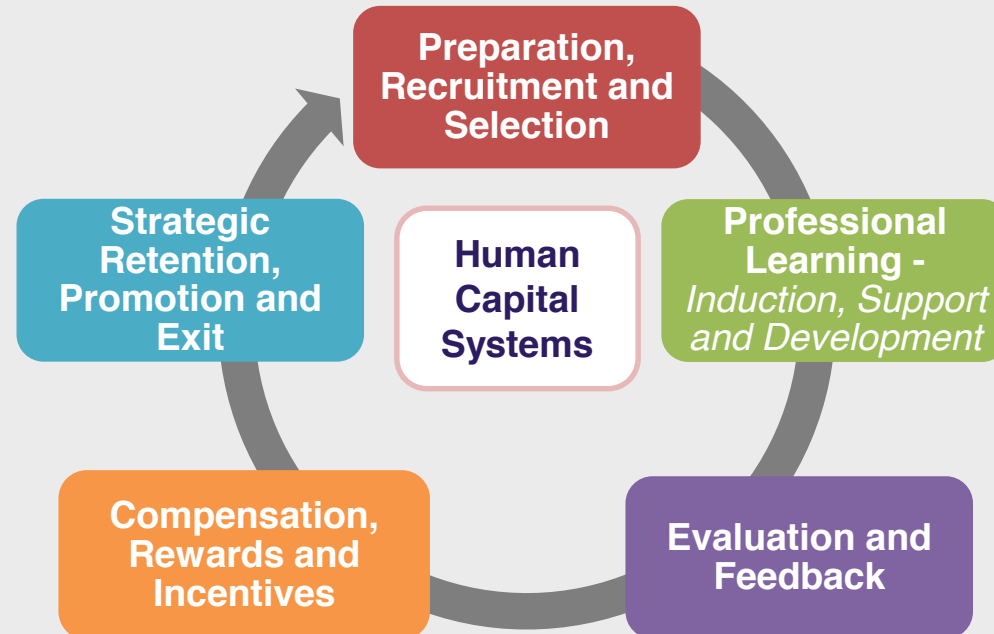
# Alma's Talent Management Review Framework

Framework/Methodology

1. When assessing districts, the Alma team seeks first to understand the district's vision for student achievement and how that vision aligns with defined performance expectations for employees.

District's Vision and Stated Expectations for Student Achievement

Clear Definition of Performance Expectations



2. We then assess the extent to which that vision aligns with all talent management strategies.

*This assessment focuses on the professional learning portion of the cycle.*

# Findings Briefing: 5 strategic recommendations emerge as the most critical to address over the next 1 to 5 years

1. Strengthen coherence of PL planning at district, school, individual levels

2. Understand return on investment (ROI) of PL and use it to inform investment decisions

3. Ensure that site-based supports are in place and ready to support implementation of PL

4. Adjust timing of PL to stop pulling staff out of school

•5. Provide expanded pathways for central office administrators

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### Select Analysis Supporting Findings and Recommendations

1. Strengthen Coherence
2. Understand ROI of PL
3. Implementation Supports
4. Timing of PL
5. Expanded Pathways for Central Office Staff

## Roadmap

## Appendix

# BCPS offers extensive PL opportunities to staff at all levels, with a heavier emphasis on instructional personnel

## Finding

### 1. Strengthen coherence

#### Professional Learning Offerings

##### **Direct Professional Learning:**

- Trainings, workshops and in-service
- Online course offerings

##### **Summer Institutes:**

- Seasons of Learning III (teachers)

##### **Certification and Compliance:**

- Education Coursework
- Endorsements (Broward Virtual University)
- Test preparation/ support

#### Induction and Career Pathway Programs

##### **New Teacher Development:**

- New Teacher Academy (NTA)
- Alternative Certifications for Educators (ACE)
- Broward Educator Program (BCC and FAU)
- Alternative Certification Teacher Support (ACTS)

##### **Leadership Development:**

- Leadership Pipeline Continuum
- Leadership Experiences and Administrative Development (LEAD)
- Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL)
- First Year Principal Program (FYP)
- Second Year Principal Program (SYP)
- First Year Assistant Principal (FYAP)
- Principal Preparation Program (PPP)
- Broward Internship Director Program
- District Leadership Preparation Program
- Intern Director Program for Central Administrators
- University Partnerships

#### Peer-Support and Coaching

##### **Feedback & Reflection:**

- Informal and formal feedback
- Personal improvement plans
- Evaluation results
- Walk-throughs
- Self-assessments/Goal setting

##### **One on One Support:**

- Coaching
- Mentoring

##### **School-Based Support:**

- Professional learning communities
- Teacher planning meetings
- Data reviews

# Coordination of PL opportunities may pose some challenges, particularly at the school level

## Finding

### 1. Strengthen coherence

#### Offerings

Content & grade level offerings

Mandated trainings

Cadre-level supports

School level PL offerings, PLCs, Department/ data meetings...

Teacher

#### Decision Makers

Various departments at district-level

Internal/ External Providers

Cadre Director, Instructional Facilitators

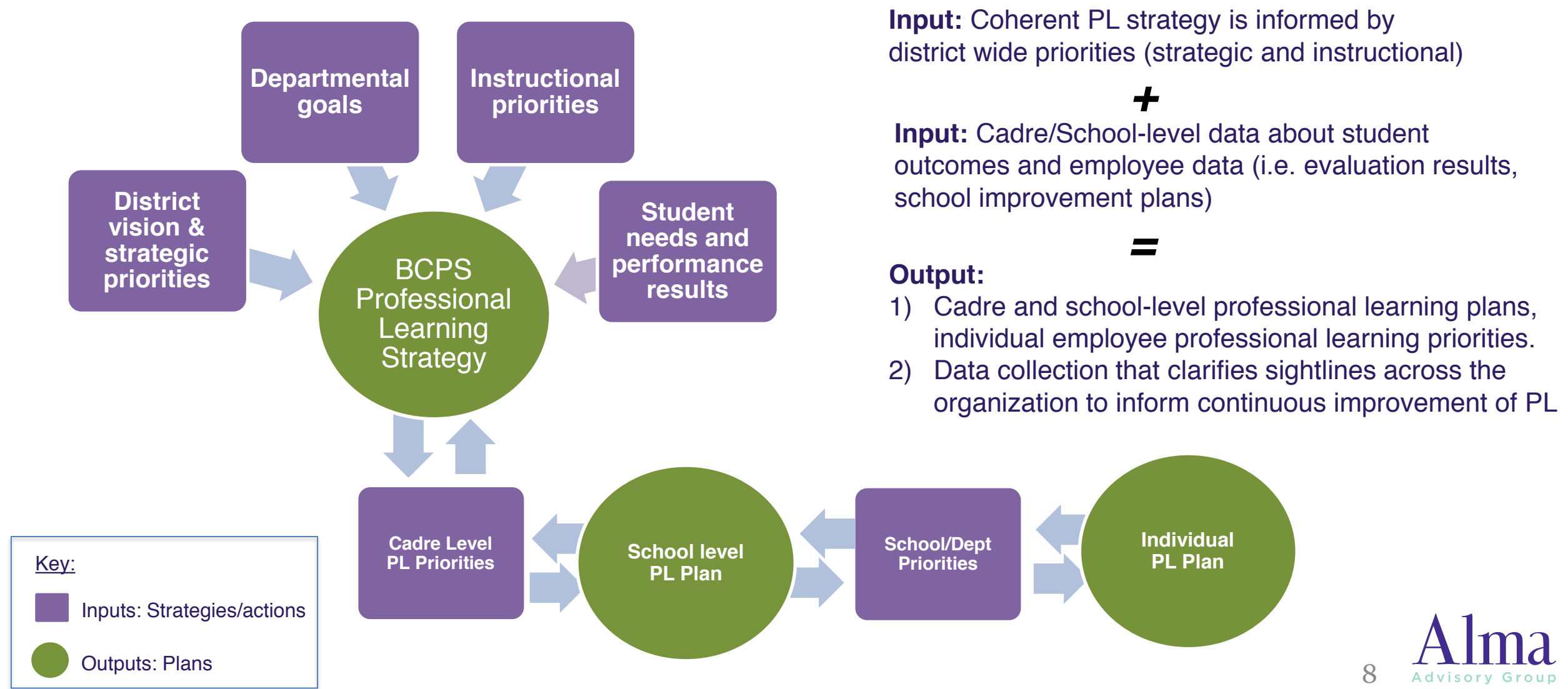
School Leaders, Department Heads, Coaches...

**Coordination routinely came up as a pain point during focus groups...**

- Inconsistent messaging and deployment of PL strategies
- Recipients noted feeling overwhelmed and unclear about priorities for their learning

# Recommendation: Adopt a model for PL planning informed by various inputs that drive PL priorities at the district, school, and individual level

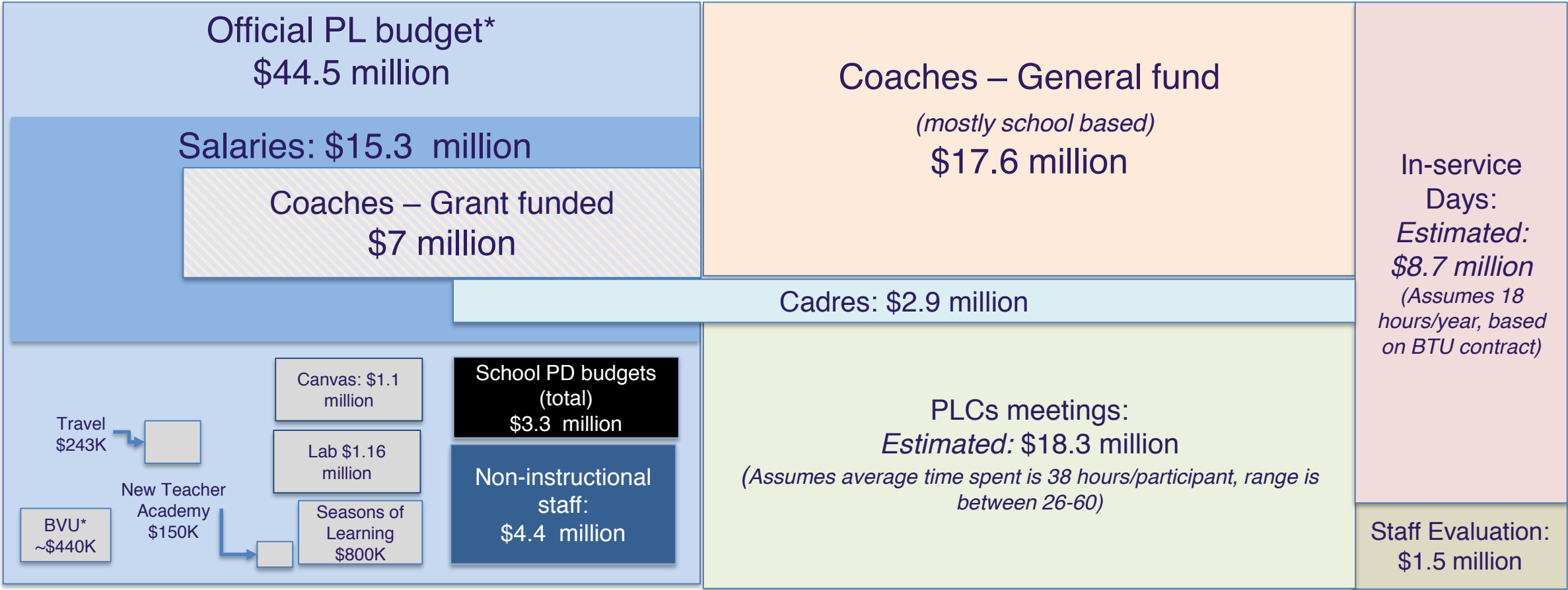
Recommendation  
1. Strengthen coherence



# Preview of spending on PD: The majority of school-based spending is focused on coaching and PLCs

Finding
2. Understand ROI

## Broward spends an estimated \$94 million on PL per year



**\*Note:** Career Pathway Programs is part of the official \$44.5 million PL budget; Of training dollars spent to date in 2018-19, over 75% comes from grant funds. How can Broward ensure that funds are spent according to needs and grant requirements?

**\*\*BVU - Broward Virtual University**

**Source:** BCPS Finance Data and Department Data; Canvas cost from board minutes [http://bcpsagenda.browardschools.com/agenda/01111/Item%20FF-2%20\(26500\)/SUPP\\_DOCS/Exhibits/Doc3.pdf](http://bcpsagenda.browardschools.com/agenda/01111/Item%20FF-2%20(26500)/SUPP_DOCS/Exhibits/Doc3.pdf); Cadre costs include cost of cadre directors and IFs

# To understand which PL is most cost-effective: Map cost and impact of major PL initiatives

**Cost vs. Impact of Key PL Activities:**  
Broward should work to map which category PL activities fall into



**Comparing cost to impact will help inform strategic PL investments over time**

# Develop a system to understand the impact or ‘return’ on PL: As Broward moves forward in measuring impact, the weight of this factor can increase

Recommendation

2. Understand ROI

To understand the impact of PL, work to ensure the district can measure the impact of each course/activity

Steps

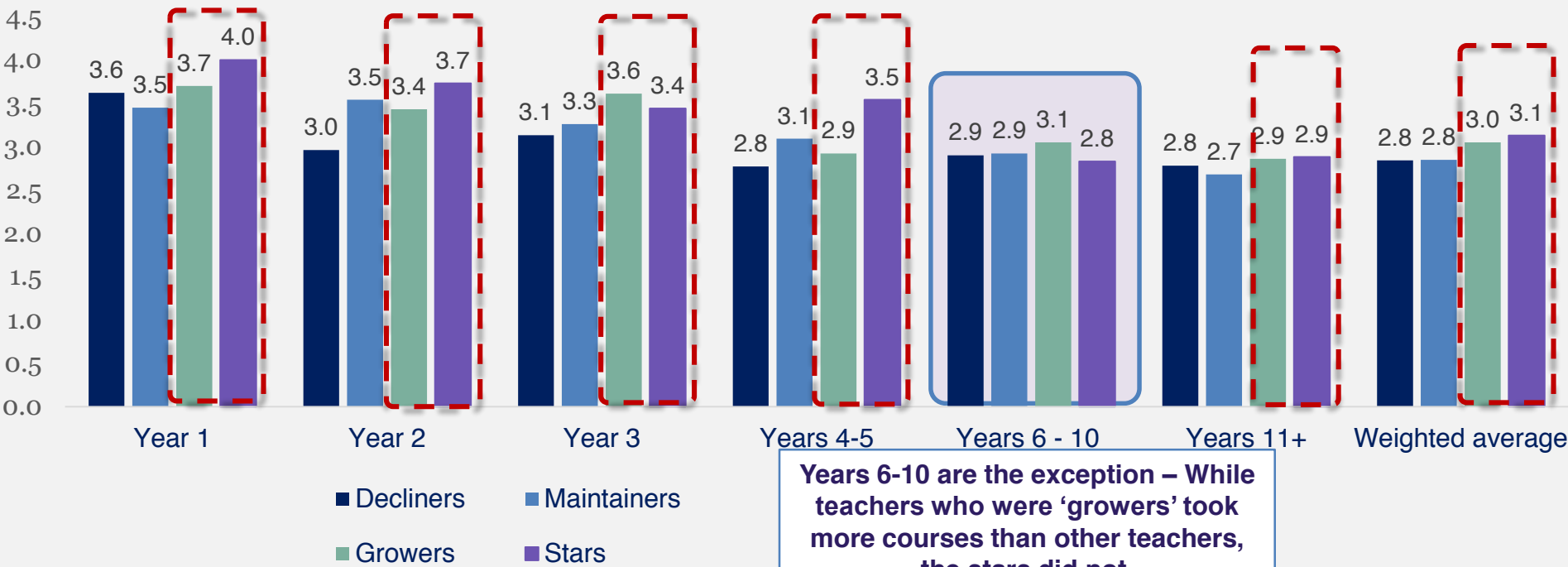
1. **Determine the key metrics** the district cares about in measuring the impact of PL
2. **Select outcomes and weight importance of each**, utilizing current surveys and linking PL to performance evaluations
3. **Score each item and review the overall impact** compared to the investment. Use the score to:
  - Determine where to increase or decrease investment
  - Understand where PL is not aligned to district needs
  - Understand where existing supports need to improve
4. **Refine scoring system over time** as methods of measuring impact improve

Impact of each type of PL can be approximated to help the district understand where the district is getting the best returns, and where the overall strengths are

Area	Weighting	Score	Total (weight x score)
Participant satisfaction	5%	98	5
Aligned to district strategic goals	25%	12	3
Met stated course goals/evidence of implementation with fidelity	20%	60	12
% of target population impacted	10%	40	4
Evidence of improved teacher/employee performance and/or impact on student outcomes	40%	50	20
Total	100%		44

# There is emerging data on the connection between the number of PL courses taken and improved instructional practice

Average number of PL courses taken each year by teachers between the years of 2014 and 2018: broken down by years experience and the change in instructional practice scores over this time period.<sup>1,2</sup>

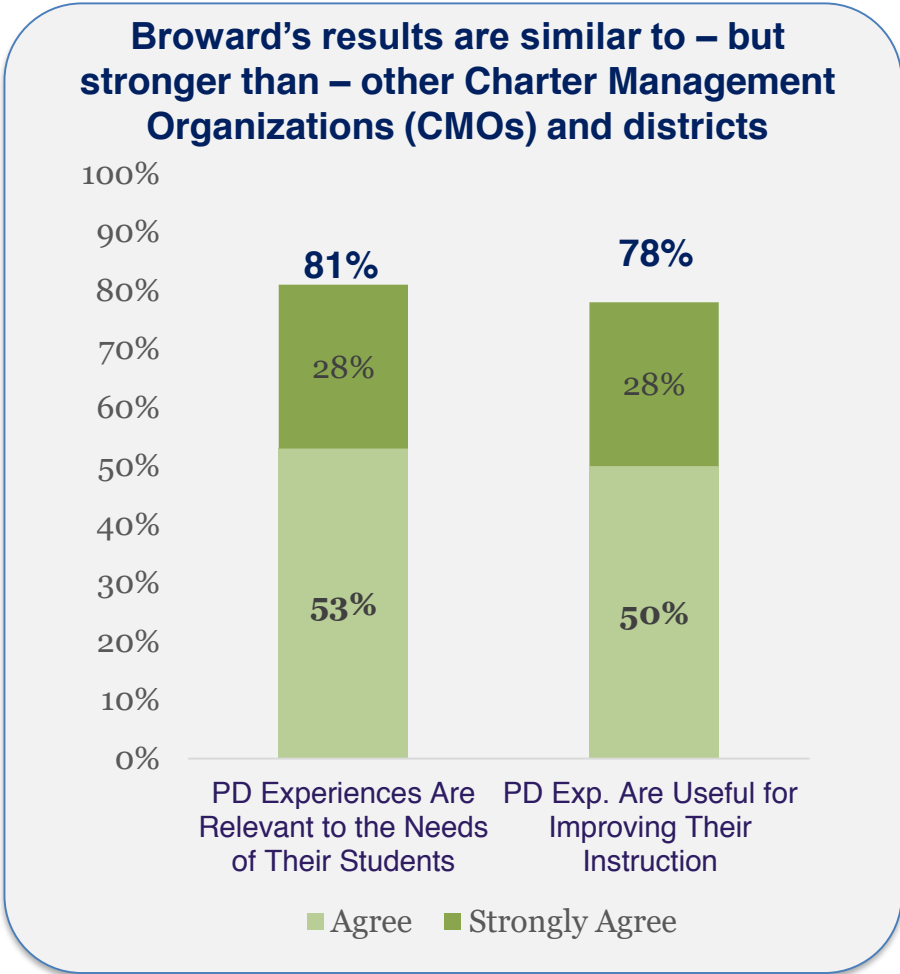
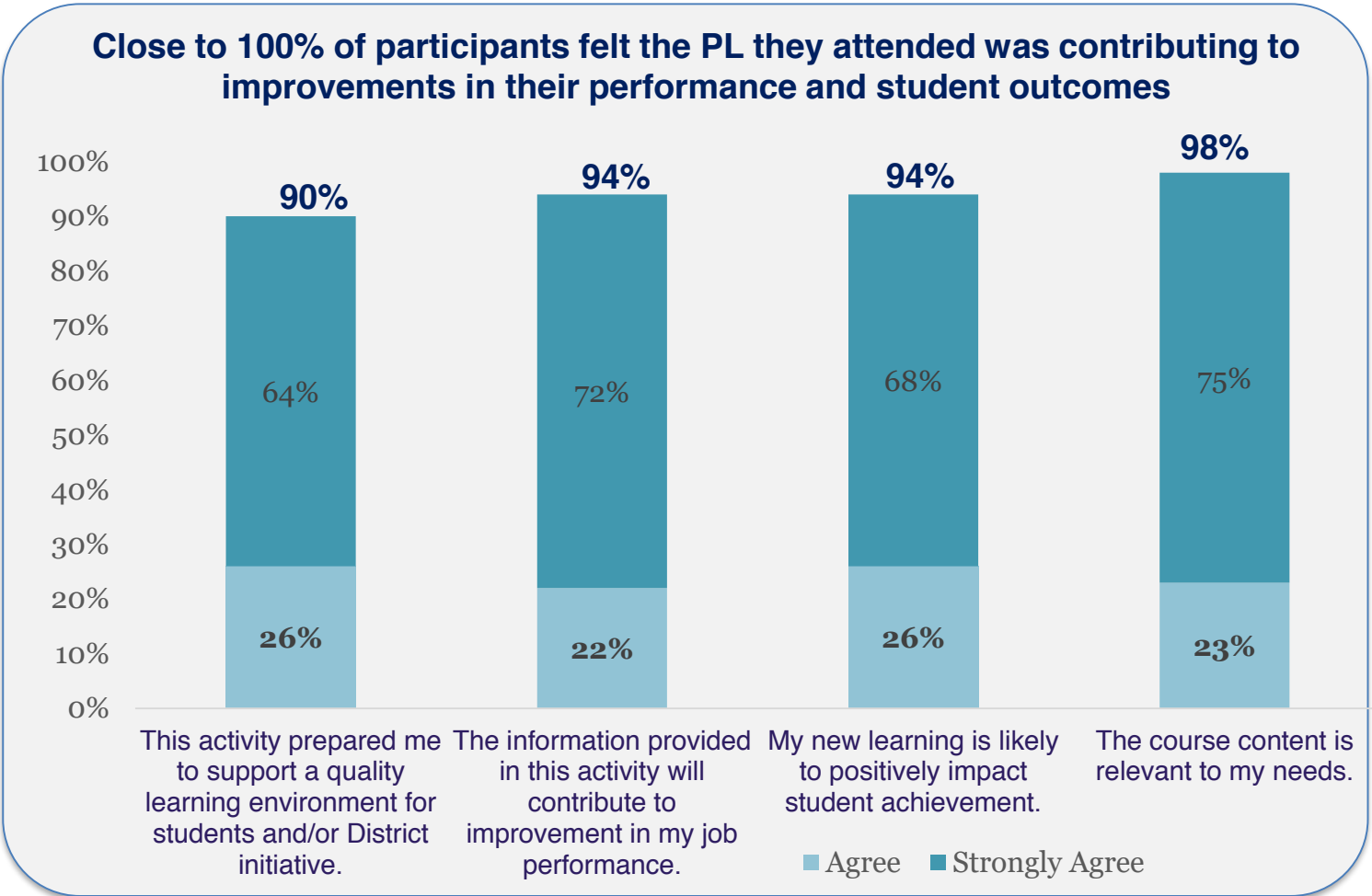


Across the most experienced categories, teachers whose scores improved tended to take more PL courses than those whose scores declined or stayed the same.

Years 6-10 are the exception – While teachers who were ‘growers’ took more courses than other teachers, the stars did not.

Source: 1) BCPS Department of Employee Evaluation Data: Teacher Evaluation results - Overall score and component scores.xlsx; 2) BCPS Professional Development Standards and Support Data: Broward\_Schools\_Inservice\_Records\_2014-2019.xlsx  
Note: Results are statistically significant at the 99% level. Total there were 9196 teachers included (565 Decliners, 6361 Maintainers, 1791 Growers, 479 Stars)

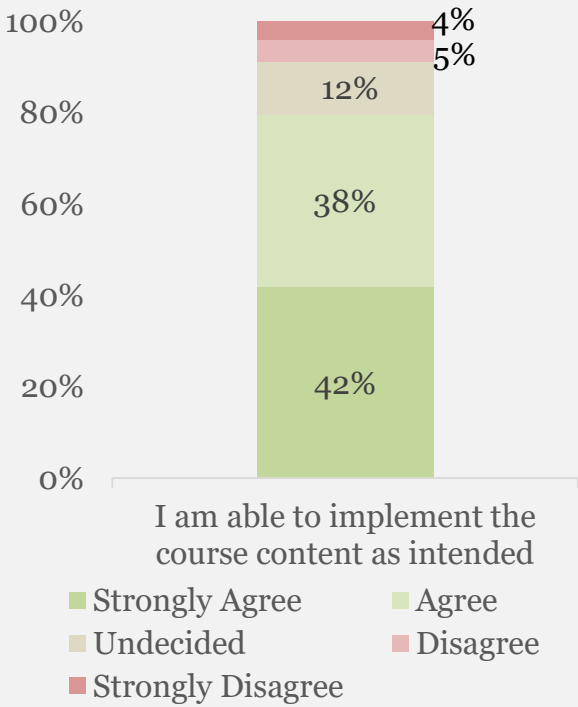
# Overwhelming majority of participants provide positive feedback on completed PL



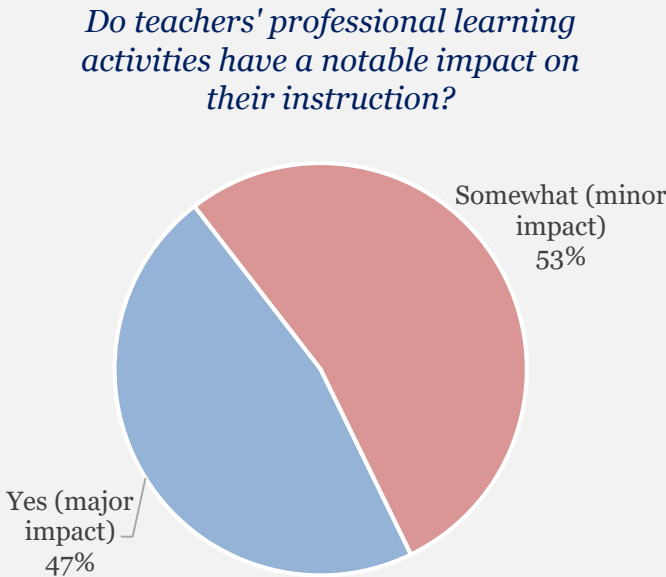
Source: EOC survey data, 2019; *Improving Teaching Effectiveness: Impact on Student Outcomes*. RAND Corporation, (2016). [https://www.rand.org/pubs/research\\_reports/RR1295z3-1.html](https://www.rand.org/pubs/research_reports/RR1295z3-1.html).

# While participants reported feeling able to implement what they learned on EOC surveys, principals and teachers believe more implementation support is needed

While most staff report that they are able to implement the material learned on EOC surveys....



...Over half of School leaders believe PL has a 'minor' impact on instruction



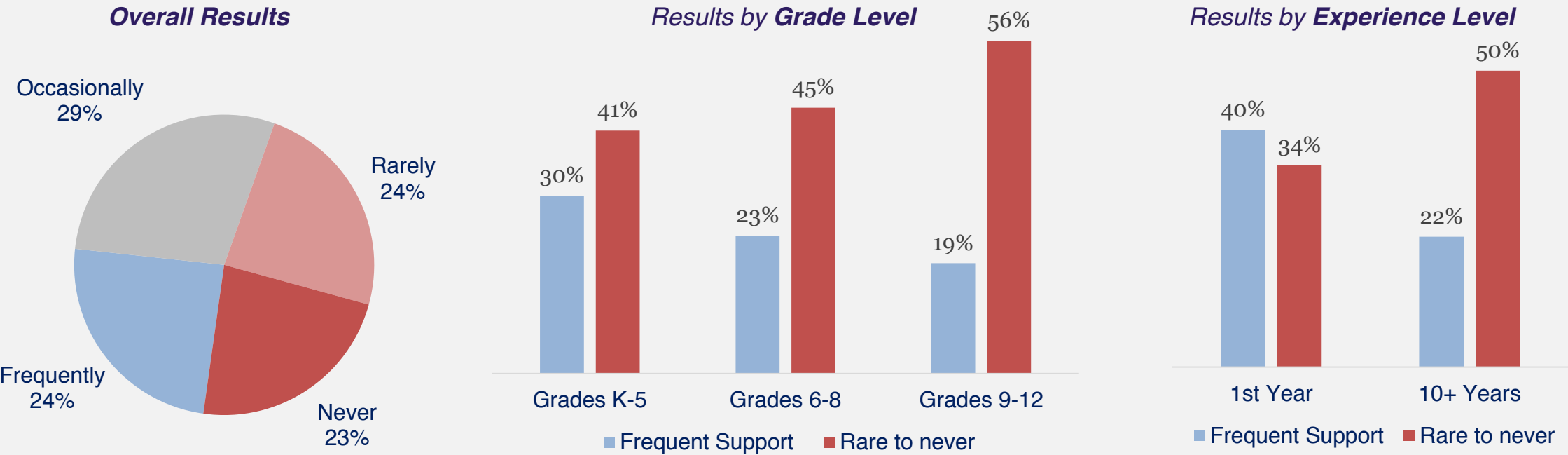
.... Once back in the classroom, many felt teachers didn't always have support needed to implement learning

- "Teachers need feedback on implementation" – SL comment*
- "Teachers need **more follow-up support**" – SL comment*
- "Some teachers immediately implement knowledge gleaned while others are reluctant to do so" – SL comment*
- "Once I'm in the classroom, I don't know if I'm doing it correctly" – Teacher comment*

# Broward invests heavily in coaches, but most teachers get infrequent - if any - support from coaches

**Many staff infrequently or never get support from coaches.**  
**While true across grades and experience levels, this most strongly impacts MS and HS teachers.**

*In 2017-18, how often did you engage in: Use the support of a coach to help me master implementation.*



*Broward employs 341 coaches and spends \$24.6 million per year on coaching. On average, this comes out to approximately 1 coach to 50 educators, or 1-2 coaches per school.*

# Broward provides yearlong PL - including four *Seasons of Learning* – but teachers lack the support needed to implement what they’ve learned

## Finding

### 3. Implementation Support

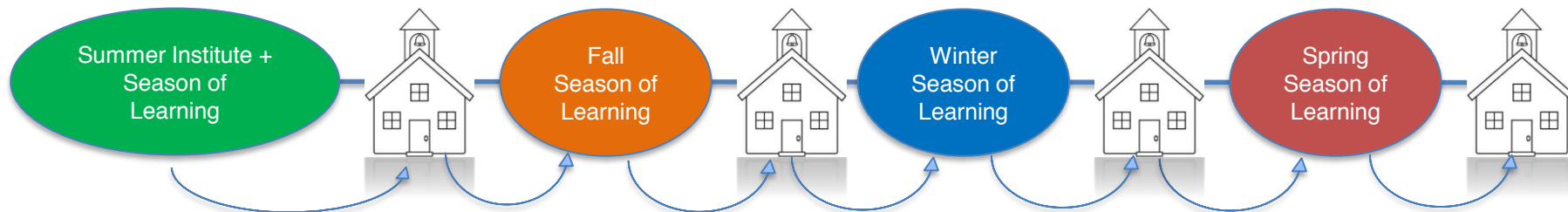
#### Broward invests heavily in PL throughout the year....

- Broward provides paid days outside of class time to attend PL - this a BEST PRACTICE
- Works to ensure that all PL is responsive to teacher needs
- Broward has negotiated up to six paid days for teacher PL

#### But teachers receive limited support to implement what they’ve learned:

- Coaches may not know what PL teachers attended or have the skills needed to support
- Instructor follow-up is limited

#### Ensure coaches (or another role) can provide strong follow-up support between PL days



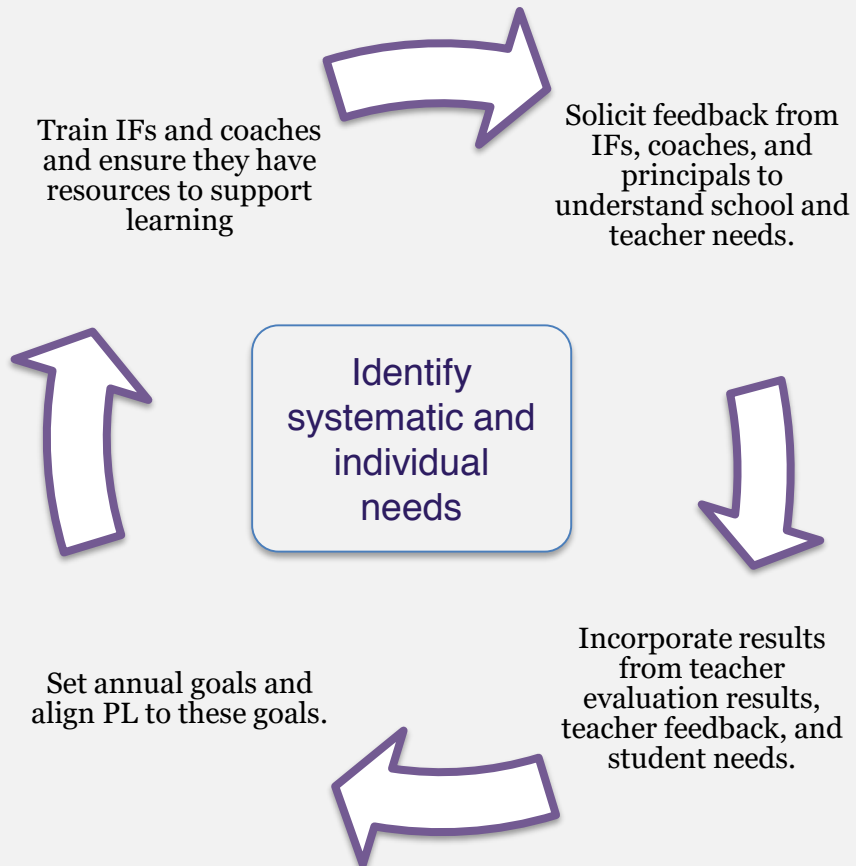
Follow-up support is needed between PL sessions to ensure teachers/staff are able to implement what they've learned

# Recommendation: Deploy coaches to cadres – enabling cadres the opportunity to focus coaching where it is needed most

Recommendation

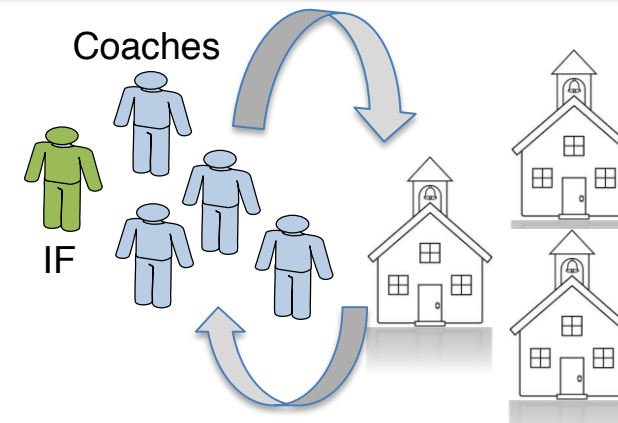
3. Implementation Support

## Leverage Instructional Facilitators and Coaches as levers of change at the cadre level



## Deploying coaches to the cadres makes these results possible...

1. Allows coaches the opportunity to specialize and gain deeper insight into the schools they serve
2. Enables Instructional Facilitators and Cadre Directors ability to create coaching teams with the skills and experience to support instructional needs
3. Streamlines professional learning for coaches – which should be aligned to instructional priorities for the cadre
4. Creates greater clarity and accountability by targeting supports

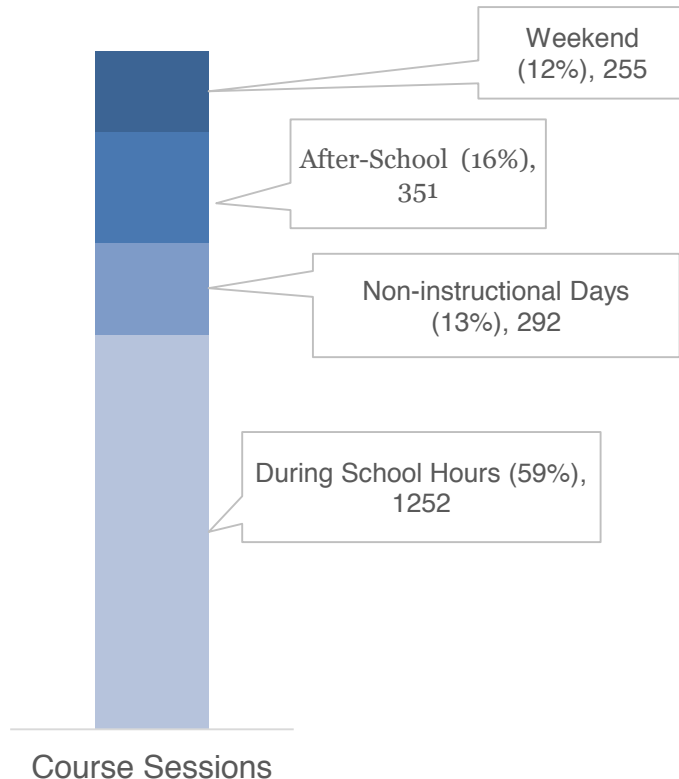


# PL held during the school day is a pain point for both instructional and non-instructional staff and could negatively impact student growth

Finding

4. Timing of PL

Timing of school-year PL offered to all staff, by number of course sections\*\*



**While clear efforts are being made to host PL at alternate times, almost 60% of PL course sections take place during the school day**

**Several teachers and school leaders called this out as a pain point during focus groups**

- Daytime PL constrained access to PL courses
- Lack of substitutes made it difficult to complete PL
- Some schools were reluctant to send teachers out; other schools didn't have the funds to hire substitutes
- Non-instructional staff mentioned that it could be difficult/impossible to get coverage
- **Hard-to-staff (D and F) schools felt that this disproportionately negatively impacts their ability to send teachers to PL, as finding substitutes for these schools was considered a challenge.**

Source:

\*\*Does not include courses offered over the summer, Source: 2018-19 PL course data from Professional Development Standards and Support Department, as of 3/27/2019

\**Worker Absence and Productivity: Evidence from Teaching*; Mariesa A. Herrmann and Columbia University. Jonah E. Rockoff, Columbia Business School and NBER. October, 2010

# Recommendation: Continue moving PL offerings outside of the school day

## Recommendation

### 4. Timing of PL

**Broward is already taking steps in this direction and we recommend the district continue efforts to limit time of out of classroom for PL, specifically:**

- Front-load professional learning during the summer, prior to the start of the school year
  - *Summer Seasons of Learning is an example of how Broward is already making these shifts and is refining this model.*
- Encourage staff to take advantage of Seasons of Learning PL days throughout the year
- Expand offerings outside of school hours
- Continue leveraging online and blended learning opportunities
  - *Broward Virtual University and Learning Across Broward are two online PL systems*
- Continue strengthening job-embedded learning for teachers that allows teachers to collaboratively, plan, learn, and practice in the classroom.
  - Broward is a Teacher Incentive Fund (TIF) Grant district that focused on providing intensive instructional supports to 32 high-need schools. BCPS is well positioned to leverage key learnings from this initiative to support more struggling schools including the use of highly trained induction coaches and master coaches to support teachers.

# PL opportunities by role: Reveals the depth of programming, including leadership pathways for instructional staff, school leaders, and emerging programs for central administrators

Finding

5. Expanded Pathways

PL	Central Office Administration	Instructional	School Leaders
Orientation and onboarding	<ul style="list-style-type: none"> <li>Mixed feedback; inconsistent onboarding</li> <li>Optional orientations</li> </ul>	<ul style="list-style-type: none"> <li>New Teacher Academy</li> <li>Orientation</li> </ul>	<ul style="list-style-type: none"> <li>Leadership pipeline</li> <li>Orientation</li> </ul>
Goal setting/development plans	<ul style="list-style-type: none"> <li>Inconsistently developed and implemented</li> </ul>	<ul style="list-style-type: none"> <li>Set SMART goals but unclear how these consistently inform/connect to PL priorities</li> </ul>	<ul style="list-style-type: none"> <li>Set SMART goals but unclear how these consistently inform PL</li> </ul>
PL offerings	<ul style="list-style-type: none"> <li>Various offerings</li> </ul>	<ul style="list-style-type: none"> <li>Various offerings</li> </ul>	<ul style="list-style-type: none"> <li>Various offerings</li> </ul>
Coaching and mentoring	<ul style="list-style-type: none"> <li><b>Not offered</b></li> </ul>	<ul style="list-style-type: none"> <li>Offered</li> </ul>	<ul style="list-style-type: none"> <li>Offered</li> </ul>
Leadership development/career pathways	<ul style="list-style-type: none"> <li>District Leadership Preparation program</li> <li>Intern Director Program for Central office administrators</li> </ul>	<ul style="list-style-type: none"> <li>Teacher leadership pathways</li> <li>ACE – Coaching certification</li> <li>Administrative pipeline programs (LEAD)</li> </ul>	<p>Leadership pipeline offerings for early career leaders:</p> <ul style="list-style-type: none"> <li>PPP, FYP, SYP</li> </ul> <p>Seasoned leaders benefit from:</p> <ul style="list-style-type: none"> <li>Broward Internship Director Program</li> <li>University Partnerships</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li><b>Paper-based</b> evaluation process; inconsistently informs goals or development plans</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation process informs areas of development although unclear how it informs goals or development plans</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation process informs areas of development although unclear how it informs goals or development plans</li> </ul>

# Best Practice Example: EdFuel’s *Hidden in Plain Sight* describes the critical actions for central office PL

*BCPS is already taking steps to refine central office development and is well poised to leverage the expertise and resources from its school-based teacher and leadership pathways.*

## Key steps for leadership teams

### School District and Charter Leadership Teams<sup>1</sup>:

1. Strive to become an “employer of choice” for talent. Recognize and reward managers who successfully invest in the development of their team members.

2. Promote competency-based talent systems.

3. Provide guidance on how much time managers should spend on staff development and recommended best practices.
- 

Six Must Haves for PL
▪ Define role-specific competencies
▪ Utilize the 70-20-10 model - 70% on-the-job training, 20% coaching and mentoring, and 10% formal training and self-study
▪ Co-Creation/Joint Accountability - both supervisor and leader collaborate on the design and creation of the plan
▪ Identify Measures of Success - clear, measurable results with regular check-ins throughout implementation
▪ Revisit Regularly/Build Habit - progress checkpoints happen consistently throughout implementation
▪ Connect to Year-End Evaluation

Source: 1) Hidden in Plain Sight, Tomorrow’s Education Leaders Already Work for You. EdFuel.

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## **Review Framework and Methodology**

## **Select Analysis Supporting Findings and Recommendations**

1. **Strengthen Coherence**
2. **Understand ROI of PL**
3. **Implementation Supports**
4. **Timing of PL**
5. **Expanded Pathways for Central Office Staff**

## **Roadmap**

## **Appendix**

# ROADMAP: Defines top level strategies and KPIs over five years for each recommended area

## BCPS – Professional Learning Roadmap for 2020-2024 Strategic Plan

### Purpose of the Roadmap

- Lays out the desired outcomes for PL across the five recommended areas from the study
- Deliberate actions for the district over a 5-year time frame
- Clarify the specific performance indicators or milestones that will help leadership see if they are on track

	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24
Conference	<ul style="list-style-type: none"><li>Establish and communicate a short, clear PL strategy aligned with strategic plan and performance needs</li><li>Define the communications strategy to share strategy</li><li>Plan engagement strategy for key partners</li></ul>	<ul style="list-style-type: none"><li>Year 2 PL Goals &amp; Strategy with aligned supports</li><li>Refine PL strategy based on ROI/Evaluation outcomes</li></ul>	<ul style="list-style-type: none"><li>Year 3 PL Goals &amp; Strategy with aligned supports</li><li>Conduct a step-backs with PL providers - assess strengths &amp; refinements</li></ul>	<ul style="list-style-type: none"><li>Year 4 PL Goals &amp; Strategy with aligned supports</li><li>Implement annual step-backs to inform refinements</li></ul>	<ul style="list-style-type: none"><li>Take Stock: plan improvements and strengths to sustain</li></ul>
Understanding ROI of PL	<ul style="list-style-type: none"><li>Agree on standard method to measure PL costs</li><li>Develop rubric aligned to PL strategy to compare the impact of all PL on a common scale<ul style="list-style-type: none"><li>Develop beta rubric - test in summer 19</li><li>Make changes - pilot rubric in SY19-20</li></ul></li><li>Develop any additional tools needed to measure PL</li><li>Link PL to teacher performance metrics and results</li><li>Establish baseline measures</li></ul>	<ul style="list-style-type: none"><li>Map all PL offerings based on cost vs. effectiveness (ROI)</li></ul>	<ul style="list-style-type: none"><li>Map all PL offerings based on cost vs. effectiveness (ROI)</li><li>Begin moving/shifting PL investments</li></ul>	<ul style="list-style-type: none"><li>Review ROI measures</li><li>Strengthen PL cost tracking and decision-making</li><li>Continue moving/shifting PL investments</li></ul>	
Implementation Support	<ul style="list-style-type: none"><li>Develop a plan to ensure that coaches, combined with other supports, support all teachers in implementing PL learnings in the classroom (recommendation: move coaches into cadres)</li></ul>	<ul style="list-style-type: none"><li>Implement new coaching model during SY 2020-21; monitor implementation</li><li>Train cadre and school leaders to support implementation</li></ul>	<ul style="list-style-type: none"><li>Ongoing training/development for coaches, cadre directors, IIs and principals</li><li>Establish goal setting with coaches - aligned to instructional priorities for cadre</li></ul>	<ul style="list-style-type: none"><li>Review outcomes of coaching model shift</li><li>Define improvements</li></ul>	
Timing of PL	<ul style="list-style-type: none"><li>Flag all scheduled daytime PL</li><li>Require reason codes for subs and track sub time used for PL</li></ul>	<ul style="list-style-type: none"><li>Implement improved PL planning and offerings for teachers and school leaders</li></ul>	<ul style="list-style-type: none"><li>Measure impact of PL on teacher and school leader performance &amp; satisfaction</li><li>Ongoing tracking of sub time used for PL</li></ul>	<ul style="list-style-type: none"><li>Ongoing monitoring of PL offerings</li></ul>	
Expand career pathways	<ul style="list-style-type: none"><li>Monitor and support Dr. Toomey's work</li><li>Confirm year 1 priorities, including refinements to evaluation and/or goal setting</li><li>Confirm shifts to induction/onboarding</li></ul>	<ul style="list-style-type: none"><li>Begin planning for non-instructional career pathways</li><li>Conduct needs assessment; present on key findings</li></ul>	<ul style="list-style-type: none"><li>Full scale launch of non-instructional career pathways</li><li>Implement succession planning for key roles</li></ul>	<ul style="list-style-type: none"><li>Conduct a review of the program</li><li>Confirm program refinements</li></ul>	
KPIs	<ul style="list-style-type: none"><li>a. Baseline measures of performance indicators across strategies</li><li>b. Communications strategy</li><li>c. Established goal setting processes (individual, school, cadre/department and district level)</li><li>d. Confirmed policies and parameters to monitor cost of PL</li></ul>	<ul style="list-style-type: none"><li>a. Clear strategy for PL tied to strategic plan</li><li>b. # of PL offerings (may be decrease in # of PL offerings; or increase in PL for certain roles/groups)</li><li>c. Refined PL tracking system - metrics that connect PL offerings to evaluation results/student outcomes</li></ul>	<ul style="list-style-type: none"><li>a. % increase in staff retention</li><li>b. PL cost reporting - use of data to inform offerings</li><li>c. % data indicating cost savings from PL (streamlining)</li><li>d. % increase in EOC survey feedback about satisfaction with implementation/ supports received</li><li>e. Central office pathway/ succession planning processes in place</li><li>f. Improved indicators of performance</li><li>g. % increase in feedback/ satisfaction from central office staff</li></ul>	<ul style="list-style-type: none"><li>a. % increase in staff retention</li><li>b. % increase in feedback/ satisfaction from central office staff</li><li>c. Ongoing PL cost &amp; impact reporting</li><li>d. Ongoing positive trend in indicators of performance</li><li>e. # of staff enrolled in career pathways</li></ul>	<ul style="list-style-type: none"><li>a. Increased staff retention</li><li>b. Increased staff performance</li><li>c. Improved reporting and closer monitoring of PL offerings</li></ul>

## The focus for the next 90 days...

- Convene a cross-functional team to build a framework to calculate ROI. Identify all cost drivers related to the development and delivery of PL, as well as the expected benefits. Set into motion the tracking of costs and benefits.
- Define a rubric against which all PL is evaluated. Pilot over summertime.
- Determine where coaches will live (school- or cadre-level). Consider how they can be deployed more strategically based on schools' instructional priorities.
- Enhance supports at struggling schools.
- Select a technology platform that can link instructional practice scores with student outcomes data.

# Alignment of Professional Learning with the 2024 Strategic Plan

## 2024 Strategic Plan **DRAFT**

**Goals:** High-Quality Instruction, Safe & Supportive Environment, and Effective Communication

**Campaign:** Retain, Develop, & Recruit

**Initiative:** Professional Learning for All



**Provide a cohesive and deliberate plan of action to ensure that professional learning is intentional, monitored, supported, valued, and sustained to ensure positive impact on teaching, learning, job performance, and career growth and development.**

### **Key Tactics:**

- Establish and regularly update professional learning (PL) playlists to streamline and support professional learning across a career continuum for all employees.
  - Connect the process and system for employee individual goal-setting and annual evaluations, to include student growth, with the professional learning management system for both instructional and non-instructional employees.
  - Centralize data collected from needs assessments to identify themes and patterns to drive new professional learning offerings, including for non-instructional employees.
  - Establish a centralized and integrated vetting process for vendors approved to provide professional learning opportunities aligned with District standards and needs.
  - Expand access to career pathways programs to all employees.
  - Closely monitor professional learning progression at schools with greatest challenges, and ensure appropriate level of site-based resources to support teachers through implementation.
- Δ *Streamline existing professional learning offerings and support provided across District, based on return on investment and needs analysis.*
- Δ *Establish appropriate single-point of oversight and approvals for District-wide professional learning communications.*
- Δ *Ensure alignment of professional learning from the individual goal-setting level, all the way to the District's Strategic Plan.*
- Δ *Minimize pulling teachers and staff out of schools for professional learning during the school day.*

NOTE: Δ = Continuous Improvement Idea

# THANK YOU

**Special thanks to the individuals that dedicated significant time and effort throughout this review:**

- Donna Clarke, Ofelia Leyton, Colette Azael, and Georgina Parker
- Mr. Maurice Woods
- Dr. Valerie Wanza and her team
- Ms. Judith Marte and her team
- Members of the Academics team
- Members of the SIM team
- Members of the PDSS team
- Superintendent Bob Runcie and Broward cadre leaders, principals, teachers, coaches, and central office administrators

# Appendix I:

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Extended Analysis and  
Examples in Practice

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## **Appendix II – Frameworks and References**

# PL decision making is defuse: while efforts have been made to align PL to needs and ensure quality, key information is missing

## 1. Strengthen coherence

### What is funded?



#### Grants + Cabinet?

**Process:**

- PL funding decisions seem to be made based on a combination of research on best practices, grant funding and historical allocations

**Black Boxes: what don't people know?**

- Key information on PL effectiveness and a holistic view of what is being offered is missing

### What is offered?



#### Academics/ Other Providers: Determine Offerings

**Determine what courses are offered**

- Write **Master Plans** to meet district PL needs and create courses within each master plan to meet those needs

**Successes:**

- Overall, staff are satisfied with offerings

**Tools used:**

- PL surveys + course feedback provides information on participant needs
- Strategic Plan and student results provide information on district needs

- No access to staff evaluation results make it hard to evaluate true course impact
- Inability to easily know what skills/elements courses are addressing, makes it hard to tell where there is redundancy and gaps
- Limited ability to follow-up with participants to support their implementation

### How is quality controlled?



#### PDSS: PL quality gatekeepers

**Ensures minimum standards are met**

- Ensures **Master Plans** meet district requirements and that all **PL courses** offered meet requirements, including participant learning and implementation

**Successes:**

- Master Plans are aligned to stated needs and courses meet basic standards

**Tools used:**

- Specific requirements are outlined for Master Plans and courses (Guskey)

- No access to staff evaluations/student growth results makes it hard to evaluate true impact
- Each course proposes how to measure results making it difficult to compare courses

### What is taken?



#### Schools + teachers: choose which PL to take

**Choosing what to take**

- School leaders determine what PL is needed for their school and for individual staff
- Teachers (staff) are free to take courses that are interesting to them

**Successes:**

- Overall, staff are satisfied with quality and offerings

**Tools used:**

- Course offerings listed online
- Staff evaluation results can inform PL taken

- Inconsistent use of goals for PL to inform learning plans
- No information on course effectiveness
- Inability to easily see what skills/elements are addressed in each course to quickly find courses that meet specific needs
- Unclear how implementation will be supported, especially if the coach is unable to provide this support.

# Focus group participants shared examples of successes but largely agreed with the need to bring greater coherence and improve coordination of PL

## 1. Strengthen coherence

*“Restructure is very recent and it will take a very integrated, unified front to present the new PD strategy and structure.”*

- District Leader

*“PD offerings are not targeted, have no guiding master plan or overarching philosophy, struggle with implementation.”*

- Cadre leader

*“Need more coherence and prioritization in PD planning between departments at the district level.”*

- District Leader

### Focus group members agreed on a number of key strengths:

- Noticeable progress made to establish greater alignment and cohesiveness since the recent restructure
- Success of specific initiatives, like the Elementary Literacy Initiative, serve as internal models to study and replicate
  - *“It started with elementary schools and then reimagine learning in middle schools and the college and career focus for high schools.”*

### A few key pain points were highlighted by the group:

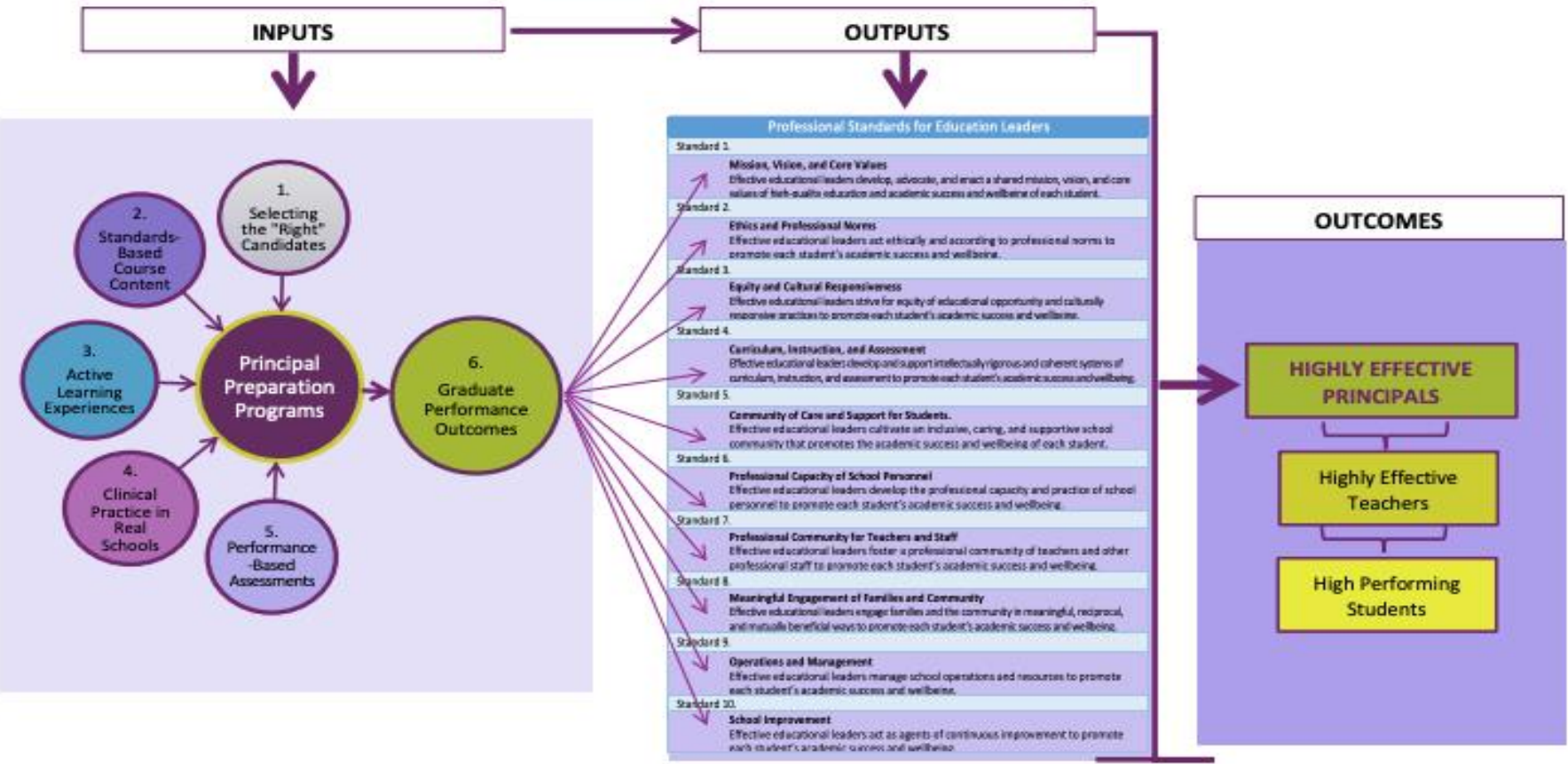
- PD strategy is not well developed and not well coordinated
- Every department has initiatives, but need to coordinate efforts more closely
  - *“How does a training translate to instructional materials and teacher standards?”*
  - *“Many departments supporting the same teachers, but it needs to be better defined...how we’re supporting their practices”*

# Recommendation: Leverage existing frameworks and resources like the Quality Measures™ Self-Study Toolkit to design central office leadership pathways and offerings

## 1. Strengthen Coherence

QM Self-Study Toolkit

### Operating Theory of Change



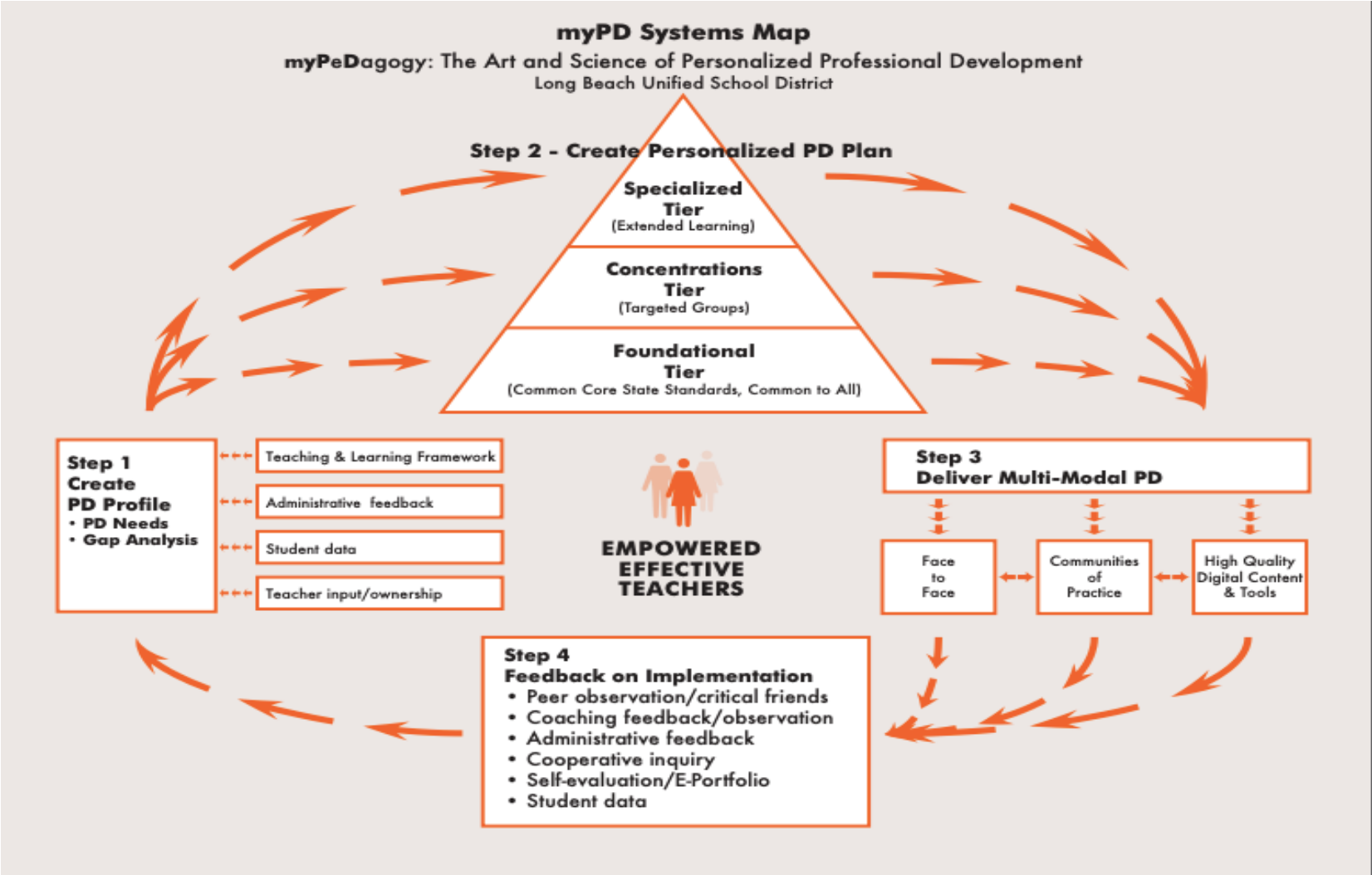
**Quality Measures™ offers a helpful roadmap for program evaluation and continuous improvement**

As a PSI district, Broward is well positioned to adapt tools and resources to the development of central office program efforts to ensure consistency and alignment to teacher and leader pathway programming.

*The QM™ rubric could be adapted to evaluate and inform central office professional learning offerings and pathways.*

# Example in Practice: Long Beach Unified School District (LBUSD) assesses student needs and staff performance to inform PL

1. Strengthen coherence



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## **Appendix I - Analysis supporting Findings and Recommendations**

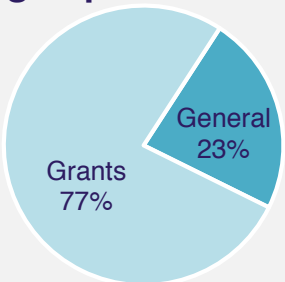
1. Strengthen coherence
2. Understand ROI of PL
3. Implementation Support
4. Timing of PL
5. Expanded pathways for central office

## **Appendix II – Frameworks and References**

# Professional learning dollars are spent in a variety of ways - the challenge is to understand how it all fits together and to align spending with needs

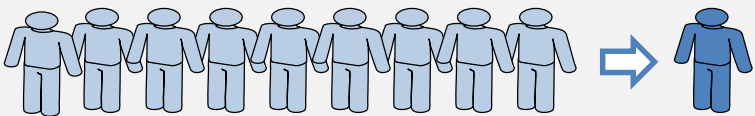
## 2. Understand ROI

### Staff Training Expenses for SY 2018-19: \$44.5 Million



### Of training dollars spent to date in 2018-19:

- Over 75% of training dollars come from grant funds. How can Broward ensure that funds are spent according to needs and grant requirements?
- 9 out of 10 dollars spent go to instructional staff



### Schools receive \$3.3 million total for training...



### But \$24.6 million for coaching



### Spending on coaches dwarfs school-based PL budgets:

- Currently, many schools report using coaches as discretionary resources
- However, as coaches are one of the largest PL expenses – rivaling the overall training budget – and given the challenges with implementation, it is worth considering if this role could be strengthened to provide stronger on-the-job support to teachers.

### Evaluation budget: \$xx Million



### Given this investment in evaluation systems...

- Broward has invested in a strong staff evaluation system, and should explore how to leverage this information to better understand the impact of PL so that the district can direct funds to the programs that have the greatest impact

Sources: 1) THE SCHOOL BOARD OF BROWARD COUNTY, FL 2018-19 Staff Training Expenditures As of 3/31/19; 2) General Fund Professional Development Appropriations Functions 6400 & 7732, As of 4/4/2019; DEPARTMENT BUDGET; 3)1393098630 STDNT ASSESS & RES July - June, 4 special periods 2019 4) Coach spending from Professional Development Coaches 2018-2019 file

# Approach to Costing out PL: To understand the investment, Broward needs to calculate the total cost for PL offerings and cost per participant

## 2. Understand ROI

### Develop a robust understanding of the costs associated with PL

#### Specific PL Costs:

For each course/PL activity, understand the **total cost**. This includes understanding:

- How much **instructor time** is spent on this course
- How much **participant time** is required and how it is compensated (salary + sub coverage, unpaid)
- How much was spent in **course development** time + other cost (including licensed materials)\*
- Total time needed to provide **implementation support**

#### Overall PL Support Costs:

Understand the cost of support that are not tied to a specific course

- The **fixed costs**, such as systems, online platforms, approvals, physical space, etc.
- OSPA/Academics time not tied back to a specific course but rather to overall needs
- Cost of evaluation systems
- Communication and reporting costs

#### Cost of PL Programs

Programs that target at key groups should be broken out and tracked, including:

- New Teacher Academy/ Induction support
- Career Pathways
- Certification Programs

**Number of participants should also be tracked to measure cost/participant for all PL**

***For area costs that cannot be easily tracked, costs can be estimated.***

\*can make assumptions where needed

# Recommendation: Explicitly link PL to specific student growth and observation elements to identify impact, improve sight-lines and refine offerings

## 2. Understand ROI

### BrIDGES provides Broward with a solid base to build on:

- ✓ Teachers and principals have common language for discussing effective teaching
- ✓ Multiple observations conducted each year score teachers across 60 elements, providing detailed information about areas of strength and development
- ✓ All teachers have a student growth score included as part of their evaluation
- ✓ Many schools and teachers use results as a factor that helps inform PL decisions



### Each PL course provides detailed learning outcomes

- ✓ Broward already requires PL courses to demonstrate an impact on participant learning and student/job performance outcomes
- ✓ However, because each course details its own learning outcomes, it is difficult to develop a systems-wide perspective



**This is not a new suggestion:  
PDSS has an outstanding proposal to link  
performance evaluation results to PL data**



### Benefits of linking these systems

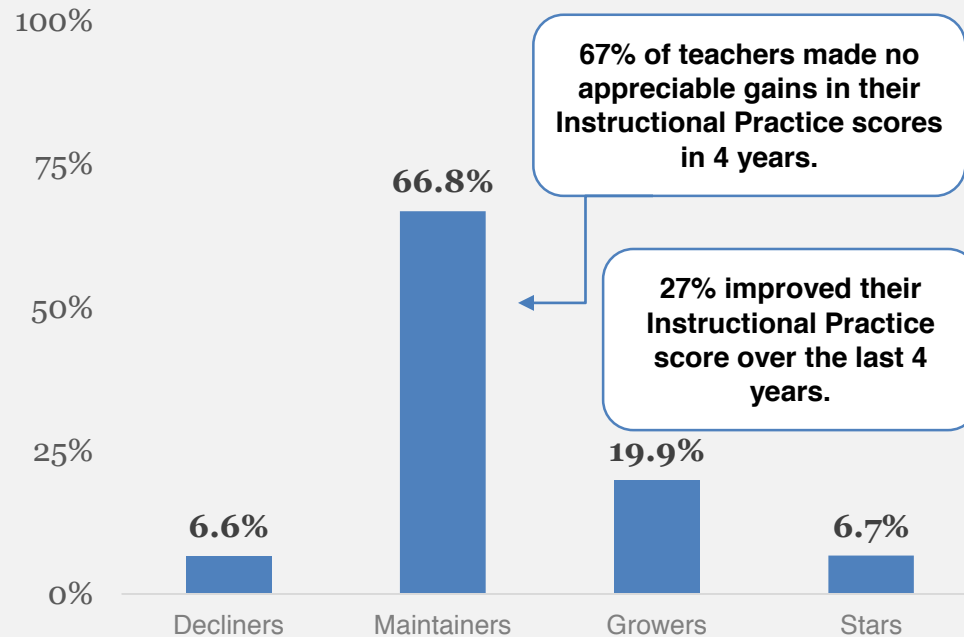
- ✓ Allows school administrators and teachers to more easily understand which PL to prioritize
- ✓ Allows the district to measure whether each course is having the intended impact on employee effectiveness
- ✓ Allows the district to easily see which areas are/are not being addressed by PL
  - ✓ These findings can be used to strategically invest in the most effective PL and help re-direct resources to underserved areas



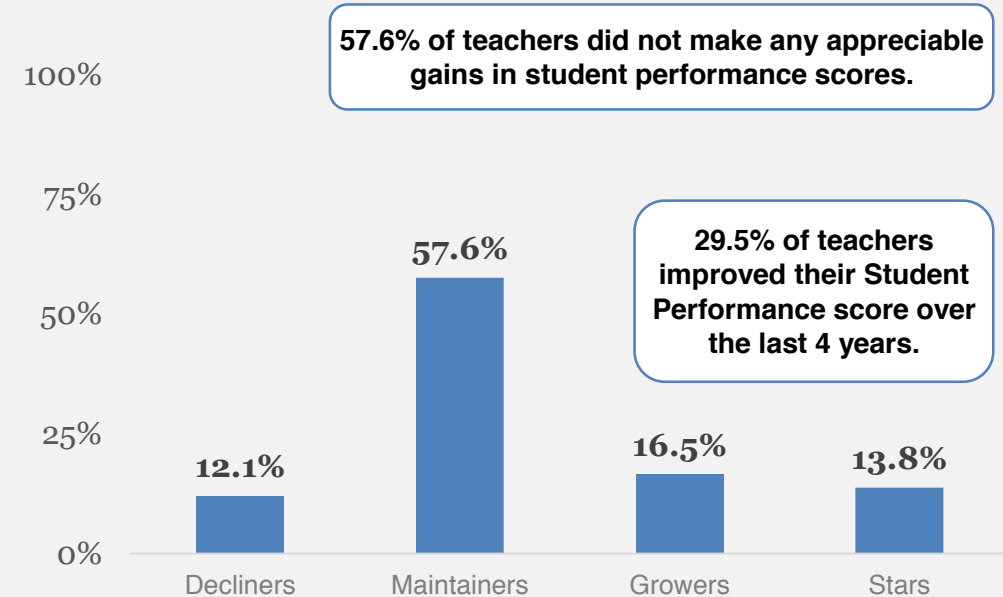
# In order to track teacher growth, we calculated the difference in evaluation scores in SY2014-15 and 2017-18 evaluation scores

## 2. Understand ROI

The difference in Instructional Practice score was determined by subtracting each teachers' 2014-15 score from their 2017-18 score



The difference in Student Performance score was determined by subtracting each teachers' 2014-15 score from their 2017-18 score



- **Decliners**: > 0.50 decline in scores
- **Maintainers**: Net change in scores less than 0.25
- **Growers**: Net change in score greater than 0.25, but less than 0.5
- **Stars**: > 0.5 increase in scores

# Example in Practice: “SIMs” maps all of their PD offerings to standards, making it easy to see at-a-glance which offerings address specific needs

2. Understand ROI

“SIMs” professional learning offerings are mapped to the specific standards they address, making it easy to identify which SIMs will help PD participants meet their learning needs

SIMS Alignment to Professional Standards for Education Leaders 2015 (PSEL) (done by ESL)

	Standard 1: Mission, Vision, and Core Values	Standard 2: Ethics and Professional Norms	Standard 3: Equity and Cultural Responsiveness	Standard 4: Curriculum, Instruction, and Assessment	Standard 5: Community of Care and Support for Students	Standard 6: Professional Capacity of School Personnel	Standard 7: Professional Community for Teachers and Staff	Standard 8: Meaningful Engagement of Families and Community	Standard 9: Operations and Management	Standard 10: School Improvement
1. Difficult Conversation: Dress Code		*				x		*	*	
2. Girls Basketball Coach		*				*	x			
3. Disruptive Teacher		*		*	*	x		*		
4. Academic Goal Setting			*	*	*	x				
5. Playground Mishap		*	*	*	*		x	*		
6. Middle School Budget Challenge	*		*	*	*	*	*	*	*	*
7. New Teacher Evaluation					x	x		*		
8. Student in Crisis		*		x		*	*	*		
9. Small School District Budget Crisis		*	*			*	*	*	x	
10. Board Relations		x	*			*	*	*	*	
11. Administrator: First Week on the Job	*				*	*	x	*	*	*
12. Difficult Conversations: Race	*		x	*	*	*	*	*	*	
13. Community Partnerships: Digital Readiness					*	*	x	*	*	
14. Middle School Turnaround (Implementing Change)		*			*	*	*	x	*	*
15. Social Media (Integrity in Community)		x			*	*	*	x	*	
16. Stakeholder Management			*		*	*	*	*	*	
17. Inclusive School Community - COMING SOON!	*		x	*	*	*	*	*	*	*
18. Discipline & Instruction - COMING SOON!		*	*	*	*	*	*	*	*	*
# of SIMs covering as a <b>CORE</b> topic	0	2	2	0	1	1	4	4	3	0
# of SIMs touching on topic	4	9	7	5	4	11	9	12	11	5

\* Topics touched on  
x Topics represent the core of the simulation

SIMs, developed and administered by Education Leadership Simulations (associated with the University of Pennsylvania), are interactive modules covering specific, challenging scenarios faced by school leaders

- Overall, the SIMs are aligned to PSEL (Professional Standards for Education Leaders)
- From there, each “SIM” module identifies which PSEL standards are “core” to the module and what other standards the module “touches on”
- For administrators/district leaders**, this makes it easy to see quickly if there are relative gaps in the offerings
- For users:** They can quickly identify which courses will help them develop the skills they need to meet each standard

Broward offers hundreds of courses each year: having a method to understand how courses align to content/skills will allow users to more easily identify the courses that are most relevant for themselves and for their staff; and will allow district leaders to visually see the focus for professional learning

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## **Appendix I - Analysis supporting Findings and Recommendations**

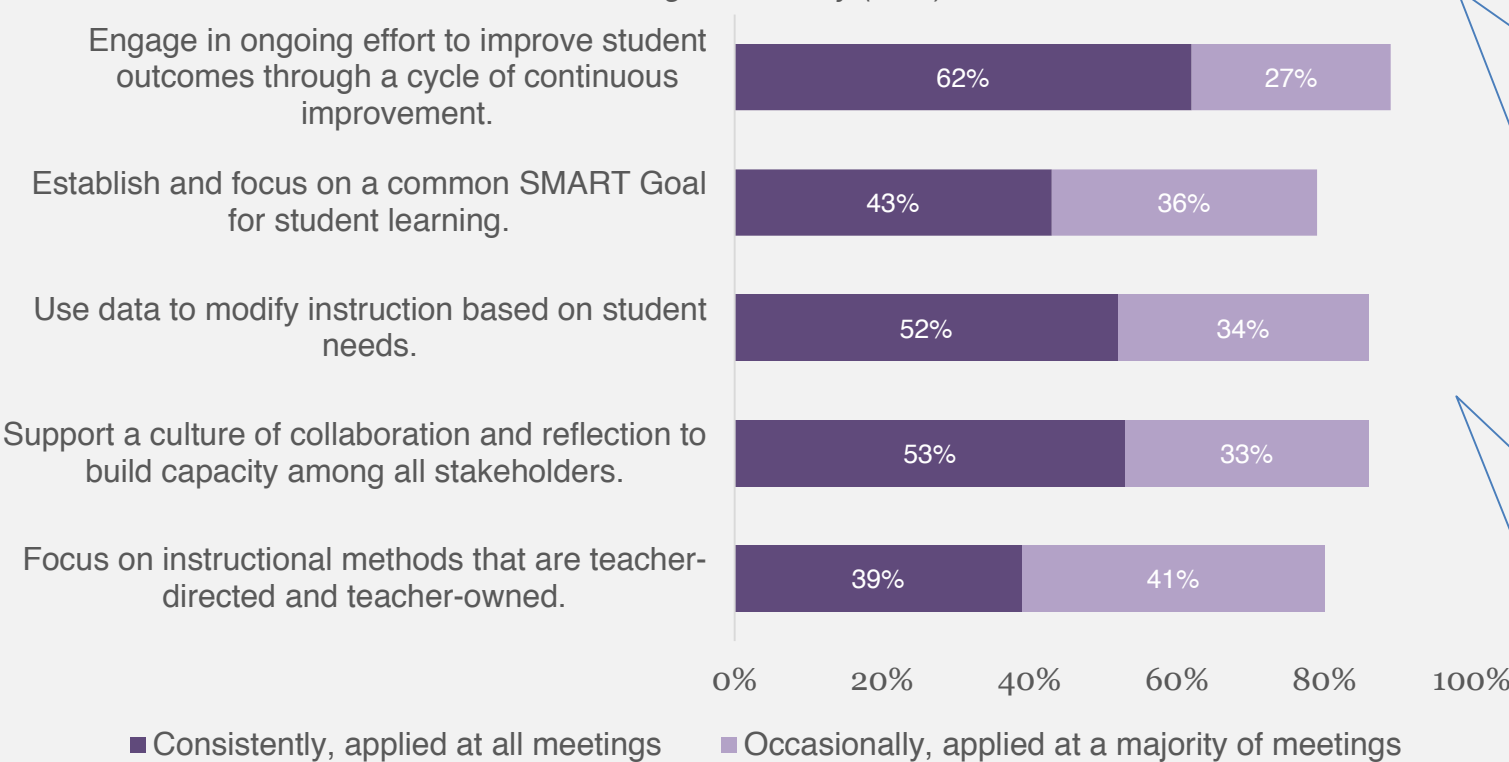
1. Strengthen coherence
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## **Appendix II – Frameworks and References**

# While effectiveness varies, half of all PLCs report consistently applying key practices, and many participants find their PLCs highly effective

## PLC’s are applying key practices – some more consistently than others- and provide a critical resource for staff. Continue work in strengthening the PLCs

In 2017-18, how often did you apply each of the following practices in a Professional Learning Community (PLC)?



**Highly Effective PLC**  
*“Every week, we spent the entire time going through student work/student data to understand what they are learning and then plan together on how to meet the gaps”*

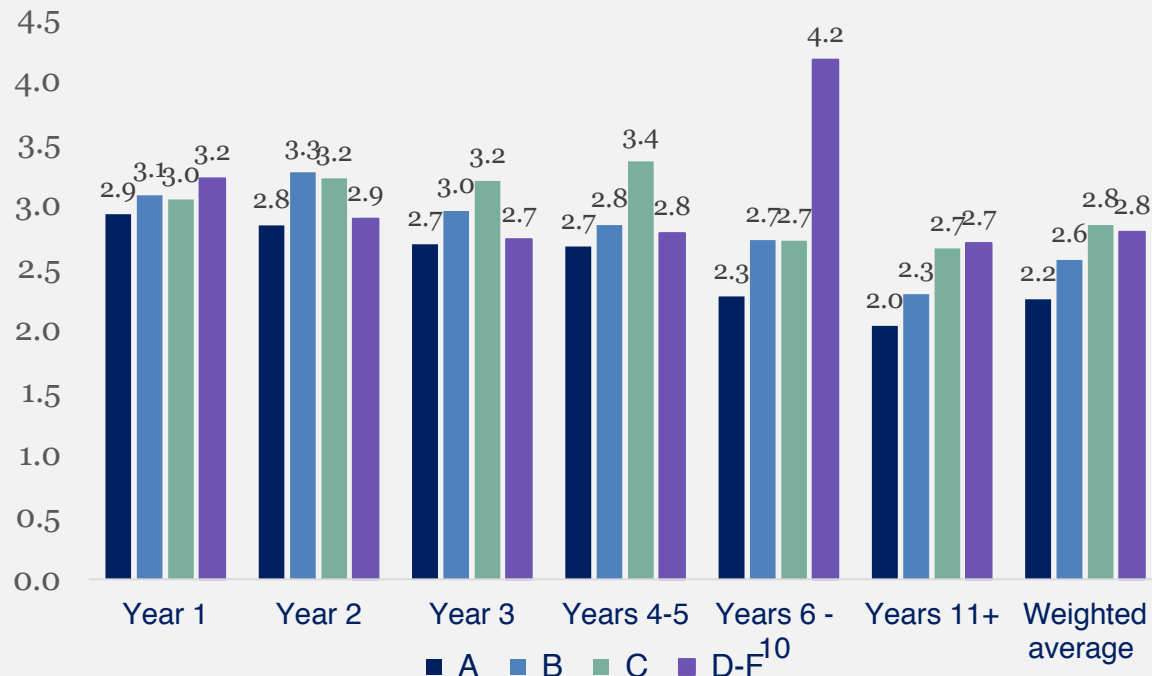
**Less Effective PLC**  
*“By the time we’re settled, we only have 15 minutes - we don’t get much done.”  
“I don’t see how this is different than a department meeting”*

# Teachers at low performing schools take as many PL courses as other teachers, but don't feel that offerings fully meet their needs

## 3. Implementation Support

### The average number of PL courses taken by teachers in low performing schools is similar to other teachers

Average number of PL Courses taken in 2018-19 by teachers, broken down by years experience and school grade<sup>1,2</sup>



### But many voiced concern that courses did not meet the needs of low-performing schools

D/F school principal rating of district support<sup>2</sup>

10.0

8.0

6.0

4.0

2.0

-

Rating of PD Support

6.4

Overall, PD received a rating of only 6.4 out of 10. Issues included:

#### Timing:

- Daytime PD makes it difficult to attend due to sub coverage. Funding for evening and weekend PD is often not available
- Support often comes too late in the school year.

#### Content:

- Support needs to be customized to school needs as opposed to one-size-fits-all
- Staff knowledge of unique school needs is limited
- Literacy generally stronger than other areas.

#### Communication:

- Schools/teachers must request assistance as opposed to a more proactive approach

Source: 1) BCPS Professional Development Standards and Support Data: Broward\_Schools\_Inservice\_Records\_2014-2019.xlsx.

Note: Across all experience levels there were 283 teachers in D and F schools significantly less than in other schools (A: 3457, B: 2113, and C: 3820, respectively). This means there was more random variance within D&F schools. There were only 18 teachers with 6-10 yrs. experience in D and F schools.

2) Execution and Accountability Session: Academic Performance Support D/F Schools Site Visit Summary

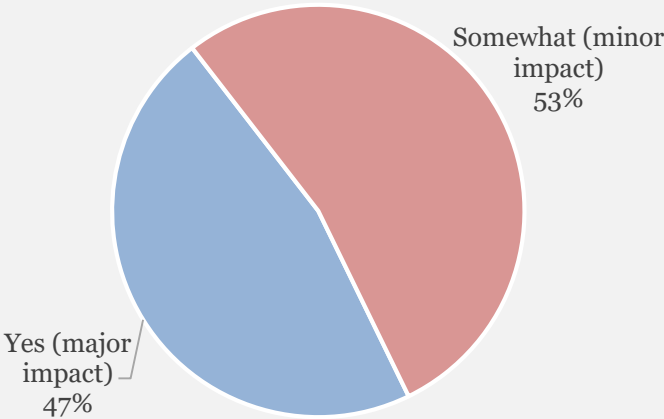
Principals shared mixed views on the efficacy and impact of PL, citing good content but inconsistent implementation, limited follow up, and limited access to timely offerings

## While school leaders value PL, over half believe it has a ‘minor’ impact on instruction.

### Many felt PL content was strong and allowed for sharing best practices...

- “Yes, because it allows others the opportunity to share best practices.”
- “It helps to solidify best practices for student achievement.”
- “Teachers are improving on how to move their plans into action.”

*Do teachers' professional learning activities have a notable impact on their instruction?*



### But felt that implementation was mixed/not supported

- “Developments are very informative, not always brought back to classroom.”
- “They need feedback on implementation.”
- “Teachers need more follow-up support.”
- “Some teachers immediately implement knowledge gleaned while others are reluctant to do so.”
- “When they're able to apply right away what they learned, it's effective.”

### And the courses were not always aligned to school needs:

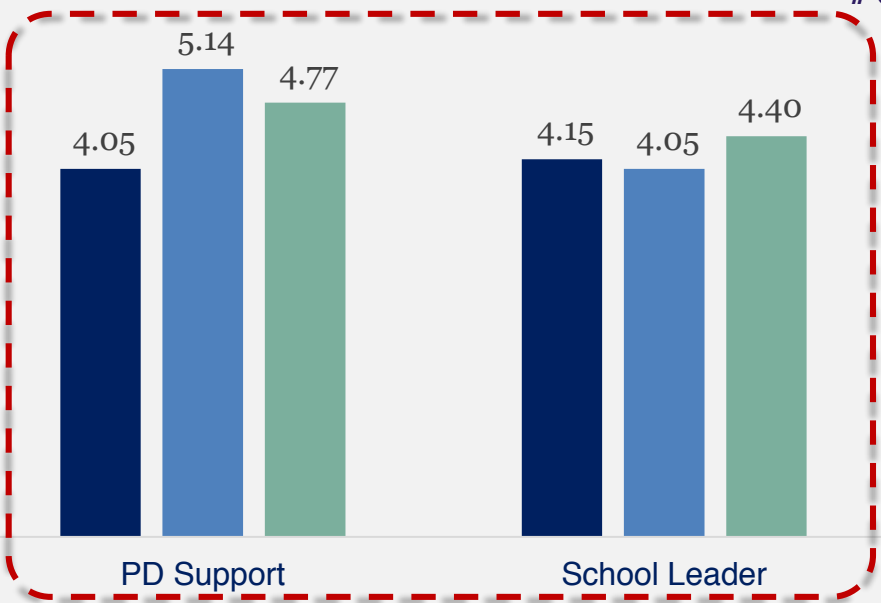
- “PL that we need is not always available. I had to request a PL because that training was full.”
- “I can't pull all of our ELA teachers out to attend a good PL.”
- “Lack of training for teachers and staff in alternative settings or teachers serving special needs students is an issue.”

# PL courses per year by staff type – school leaders and PL support take more courses than other employees

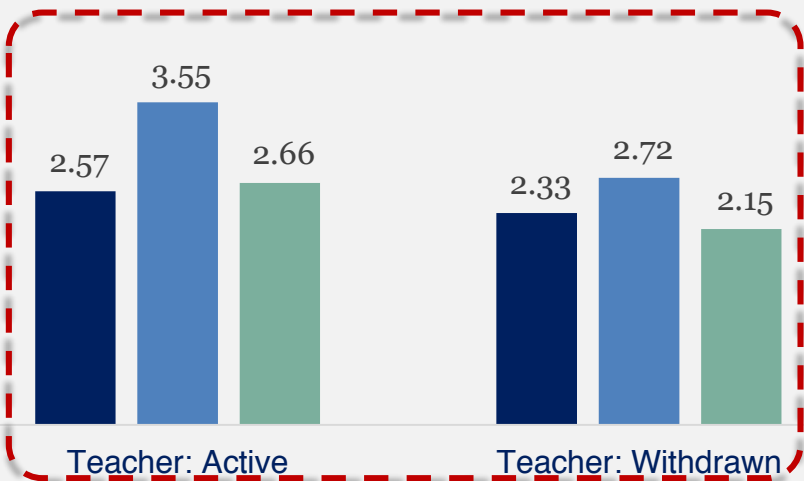
All employee groups are taking PL – with “other” staff and teachers taking similar numbers of courses  
PL Support Staff and School Leaders take 30% more courses than other staff

# of PL courses taken, by group, by year

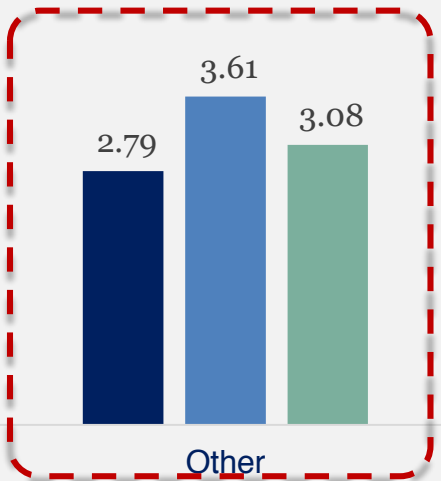
■ 2015-2016  
■ 2016-2017  
■ 2017-2018



PL support staff and school leaders take significantly more PL than other employee groups



Teachers who stay, or ‘active’ teachers take more PL than teachers who have left, indicating that Broward is investing more in teachers who are staying

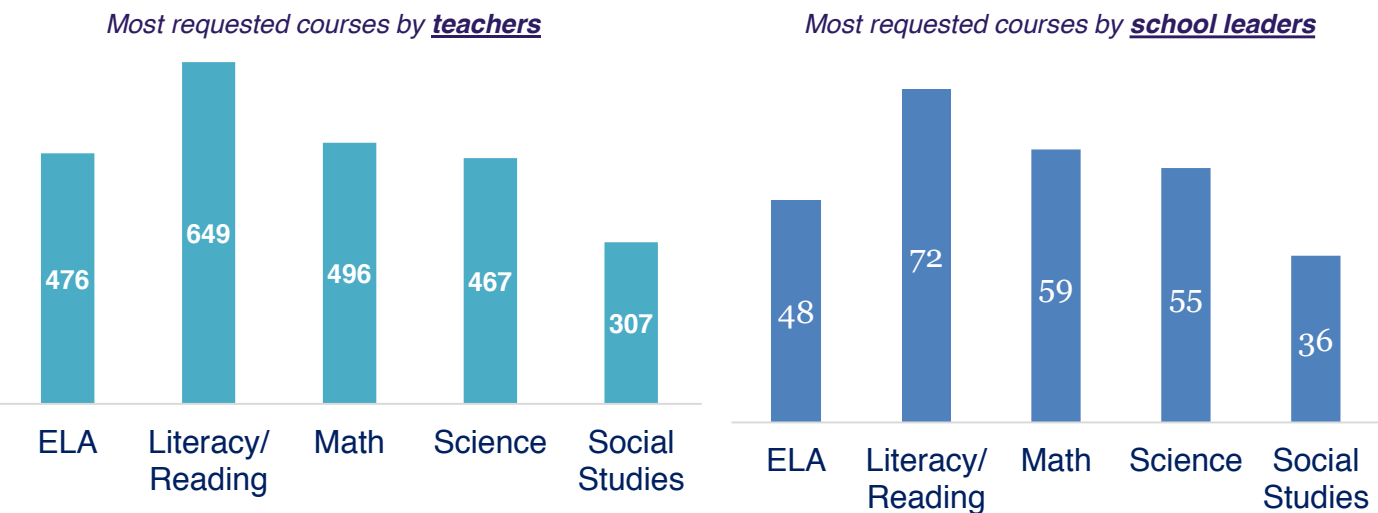


“Other” employees take as much PL as teachers, indicating that the district is investing in supporting all staff

# The district collects data on school PL needs and, overall, aligns offerings to these needs

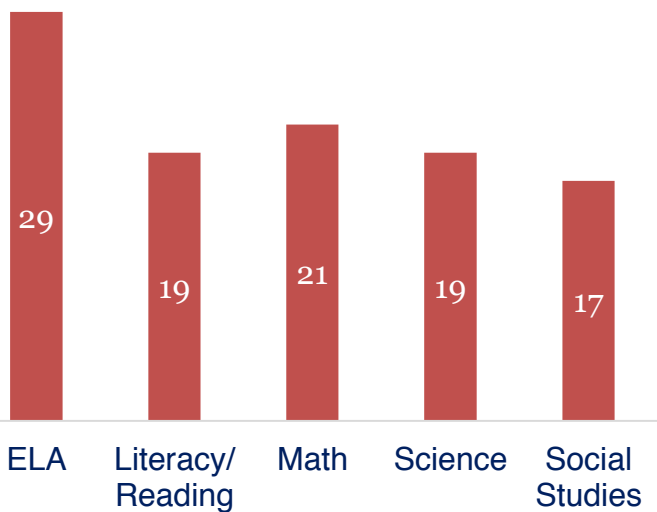
Overall, the subjects of district course offerings align with the areas teachers and school leaders prioritized

Teachers at my school would benefit from more professional learning in the following areas:



Subject areas with high demand had a high number of course offerings

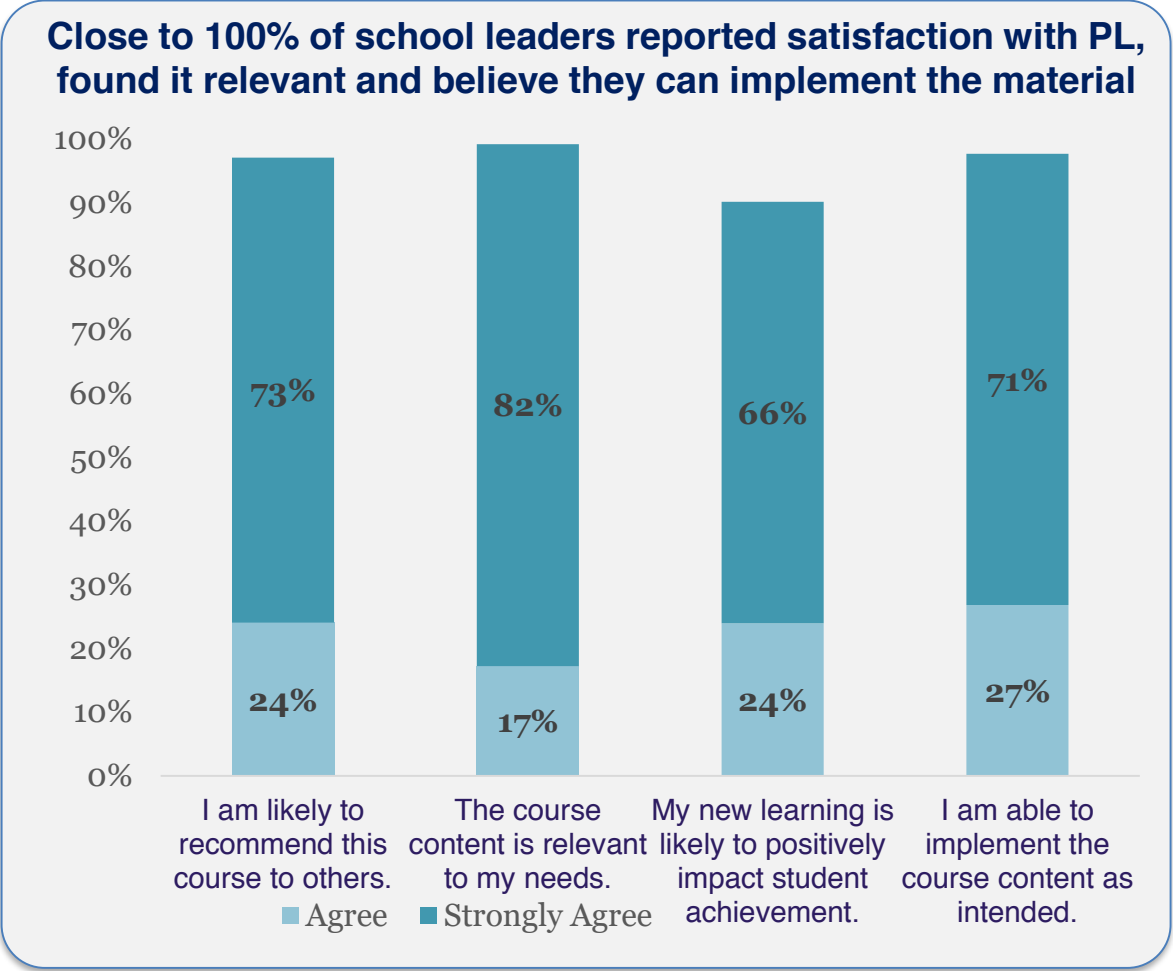
Number of courses offered in 2018-19, by subject area



Source: 2017-18 PL survey; 1500 teachers and 92 school leaders responded; course offering data  
\*Literacy/Reading Includes reading and writing

# School leaders view the support *they receive* positively: they report high levels of satisfaction with recent PL and benefit from ongoing support at the cadre level

3. Implementation Support



**In addition to PL, Cadre Leaders provide support in the following areas:**

- Coaching
- Evaluation
- Cadre-level meetings
- School-level meetings

In a recent shift, the Instructional Facilitator role was added to reduce the span of control and increase the level of support to schools and leaders.

*“Cadre meetings are more collaborative and engaging.”*

- Principal

*“We [benefit] from time built in that is essential for sub-cadre meetings. Wallace supported us to think beyond principal pipeline...made us more sensitive to the vision of the district and how to support schools.”*

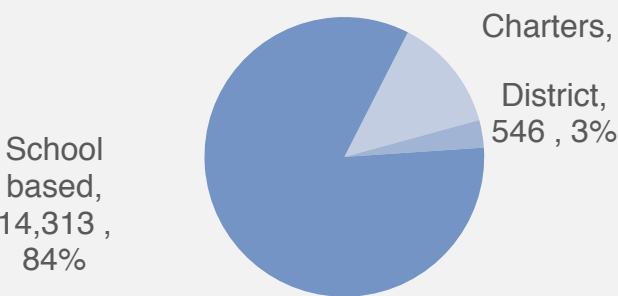
- Cadre Leader

# PLCs involve most staff in professional learning, are well resourced, and focus heavily on ELA

## 3. Implementation Support

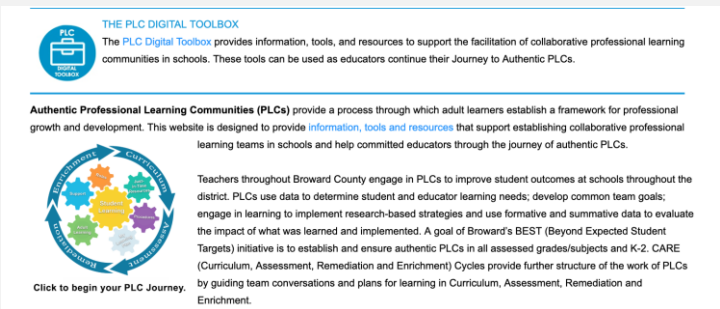
### Almost 16,000 staff participated in PLC's this year

Participation in PLC by type: 4 out of 5 individuals participate in school-based PLCs



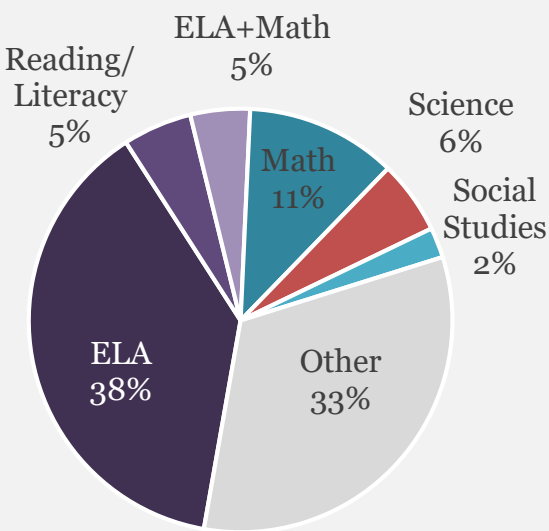
- The vast majority of staff participate in PLCs, with participation rates hovering around 16,000 staff
- Most staff participate in school/charter-based PLCs, with only 3% participating in district PLCs
- Staff participation in PLCs has been consistent over the last three years, with nearly all instructional staff participating
- While most staff only participate in one PLC, around 10% participate in two or more PLCs

### PLCs are well supported by online and training resources



- Online PLC toolkits and online resources provide PLCs with several resources
  - Key documents and timelines have been created
- Additional training is provided to PLC facilitators for their role

### More than half of PLCs focus on ELA related topics



Going forward, is this the right mix of PLC topics?

**Recommendation:**  
Create dropdown topic menus to allow the district to more easily see topics

# A closer look at courses taken in 2017-18 by “A” schools compared to “D” & “F” schools reveals that most teachers took similar offerings

## 3. Implementation Support

Most elementary teachers in “D” and “F” schools took similar offerings as teachers in “A” elementary schools, but they also took courses that emphasize behavior and classroom management

**Top 12 courses taken by teachers in “A” schools**

Course Name	Number Enrolled
FLDOE School of Excellence Broward 17-18	930
Canvas for Teachers	268
Interactive Classroom Teacher	141
Responsive Literacy Instruction	137
Teaching Students with Disabilities	131
Benchmark Assessment System K-2	84
BTU-Books for Civic-Minded Reading Success	81
Benchmark Assessment System 3-5	61
Intro to Standards-based Science K-2	60
Elem Sub-Cadre: Standards thru Bal Lit	55
Using Newsela in the Content Areas	47
Nat/Needs/Stud Who Are Gifted	42

**Top 12 courses taken by teachers in “D” and “F” schools**

Course Name	Number Enrolled
Canvas for Teachers	55
Classroom Management: CHAMPs	34
Interactive Classroom Teacher	29
Benchmark Assessment System K-2	22
Balanced Literacy Workshop 3-5	20
Behavior: Basic Principles	19
Elem Sub-Cadre: Standards thru Bal Lit	17
Leveled Literacy Intervention K-2	16
Differentiated Literacy Centers K-5	16
Instructional Strategies in ECE Settings	16
Arts for Learning-Tchr Artist Residency	15
Theory/Development/Creativity	14

# Recommendation: Identify and implement most effective strategies learned from Teacher Incentive Fund (TIF) Grant participating schools

## 3. Implementation Support

*BCPS is the recipient of a TIF Grant, which is a 5-year, \$53.8M federal grant, known as LEAP. Through this grant, 32 high-need schools receive intensive instructional support and additional resources to accelerate improvements in practice.*

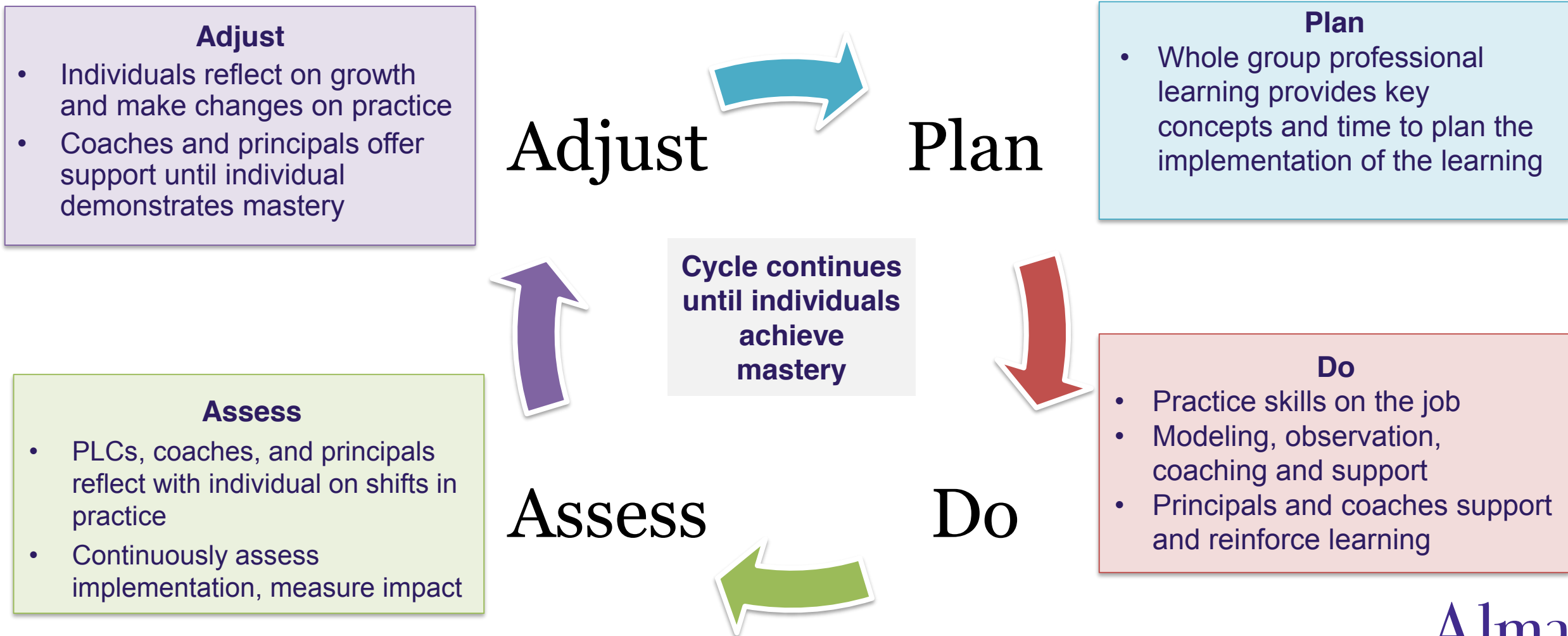
Now in its 3rd year, Broward is well poised to identify and implement strategies learned from the TIF participating schools including:

- Programmatic: Recruitment, selection and ongoing development of coaches, teacher leaders, and school leaders
  - Special note: Master coaches attend PL with teachers to ensure appropriate follow up supports
- Resources: Allocation of resources including staffing and funding to ensure successful execution in different schools, with a focus on high-need schools
- Structures: Tools and time to support collaboration and learning



# Recommendation: Clarify how all PL resources work together to ensure learning is implemented at the individual level

## 3. Implementation Support

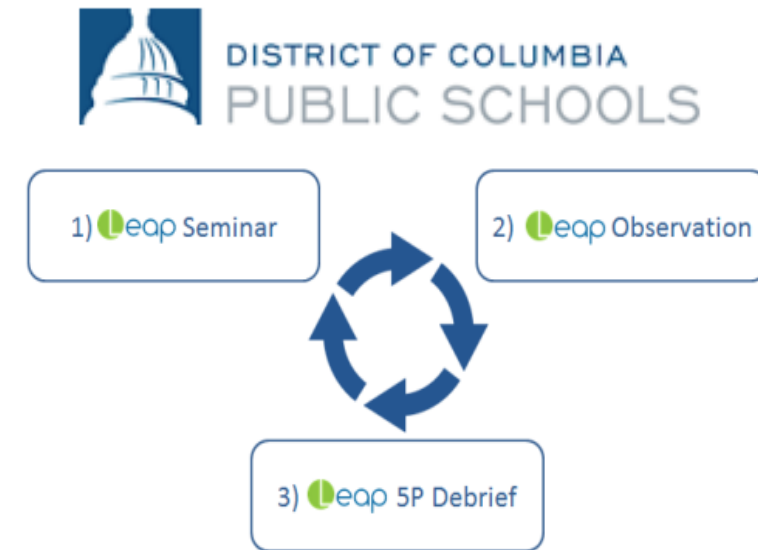


# Example in Practice –DCPS focused on developing a coherent model with strong implementation support for LEarning together to Advance our Practice (LEAP)

## 3. Implementation Support

**What distinguishes LEAP from other PD models?** DCPS is doing a number of things differently. For example:

1. **Leveraging collaboration** – A great deal of research – and teachers themselves – make it clear that the best professional learning happens when teams work together. LEAP is built around this concept.
2. **Emphasizing practice** – LEAP creates a space and structure for this to happen on a weekly basis.
3. **Creating a Common-Core aligned adult curriculum** – DCPS is creating the nation's first Common Core-aligned adult learning curriculum.
4. **Selecting the right LEAP Leaders** –DCPS is putting every applicant for a LEAP Leader role through an extensive screening process and also providing training opportunities throughout the year.
5. **Investing in training for LEAP Leaders** – LEAP Leaders will undergo training over the summer, along with ongoing support throughout the school year, to ensure that they can expertly implement DCPS's adult PD curriculum.
6. **Going all in on implementation** – DCPS has dedicated teams for LEAP Design, Strategy, Leadership Development, and Implementation, whose sole purpose is to make sure that schools have what they need in order to be successful.
7. **Researching from the start** – DCPS wants to make sure LEAP is working to transform teaching practice and raise student achievement. The district is partnering with external reviewers to assess efficacy and impact.



### Why look at LEAP?

1. Selecting the right folks to serve as champions
2. Training and investing in LEAP Leaders ensures greater fidelity
3. LEAP incorporates the support of teams to support implementation

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## **Appendix II – Frameworks and References**

# Focus group participants all noted the value of the wealth of offerings, but noted challenges with having appropriate time to integrate learning

## 4. Timing of PL

*“Sometimes PD sessions are cancelled because teachers can’t secure coverage.”*  
-PL provider

*“Teachers need more time to plan and integrate PD into their instruction.”*  
- Coach

*“Online systems [LAB and Canvas], are user friendly and improve connectivity and communication.”*  
- Cadre Leader

### Focus group members agreed on a number of positive areas:

- Web-based and blended learning offerings allow staff to access professional learning during off hours
- School-based professional learning and follow up supports align with best practice
- Offerings provided after school, on Saturdays and over the summer help ensure greater access for more teachers, especially in high-need schools

### A few key pain points were highlighted by the group:

- Difficult getting teachers out of classrooms – *“they need to be with their kids”*
- Difficulties securing coverage – *“we don’t have enough substitutes to cover”*
- Inadequate planning time or time for collaboration is widely reported
- Professional study days are not consistently happening across the district

# Example in Practice: Lake County Schools took a creative approach to address the lack of planning time for teachers by creating multiple scheduling models

## 4. Timing of PL

*Lake County Schools in Tavares, Florida, developed at least six distinct scheduling models to boost collaborative time for teachers.*

### **Examples of scheduling options available to schools:**

- One school increased class sizes slightly so every teacher could have two planning periods a day
- Other schools have staff members, including coaches, guidance counselors, and media specialists, give lessons that allow teachers time for collaboration
- One school created "Wonderful Wednesday," permitting one grade level each week to have the entire day for planning
- Implemented early release days every Wednesday and partnered with organizations to offer after school programming for select families



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## **Appendix II – Frameworks and References**

# Central office administrators we met value the offerings provided, but shared inconsistent experiences with goal setting, feedback, and ability to access PL

## 5. Expanded Pathways

“Quality of courses is amazing, but there is no clear track to follow.”  
- Central office admin

“Teachers can get substitutes when they do PD; but we don’t get that.”  
- School-based clerical

“Some clerical staff don’t even know you have sessions and classes.”  
- Central office admin

### Focus group members agreed on a number of positive areas:

- High quality content – including being timely and relevant to their work
- Diverse offerings for administrators at different levels – noted both internal and external trainings and sessions and value having in-person and online options
- New PL systems get high marks – group valued the offerings through LAB and Canvas – “interactive”
- Appreciate opportunities for advancement – a few staff in the room positively described being tapped to serve as trainers

### A few key pain points were highlighted by the group:

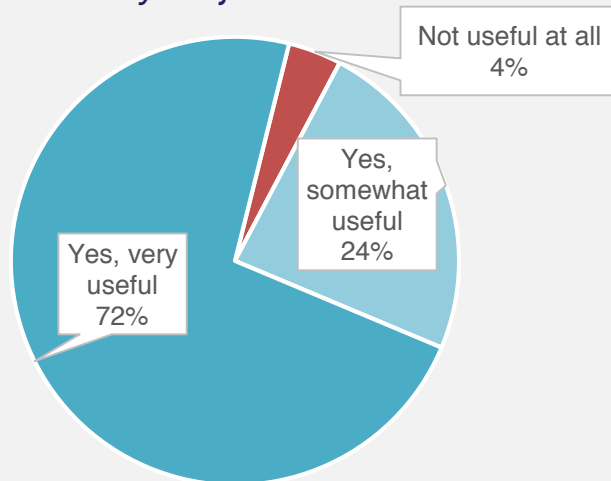
- Access to PL is limited because 1) staff are not aware of offerings or 2) no coverage for sessions during the day
- Lack of uniformity across schools/departments and slow onboarding could impede implementation of learning
- Perception that non-Instructional PL is a lower priority - staff feel that their PD needs are sometimes overlooked
- Unclear connections to performance evaluation or goals – staff we met with noted that PL was not connected to evaluations and few mentioned goal setting or receiving feedback about areas of development

# Survey responses confirmed that most non-instructional staff find the PL they receive useful and consider the content strong.....

## 5. Expanded Pathways

**Over 70% of non-instructional staff find the trainings they complete to be “very useful” and highlighted key strengths to sustain**

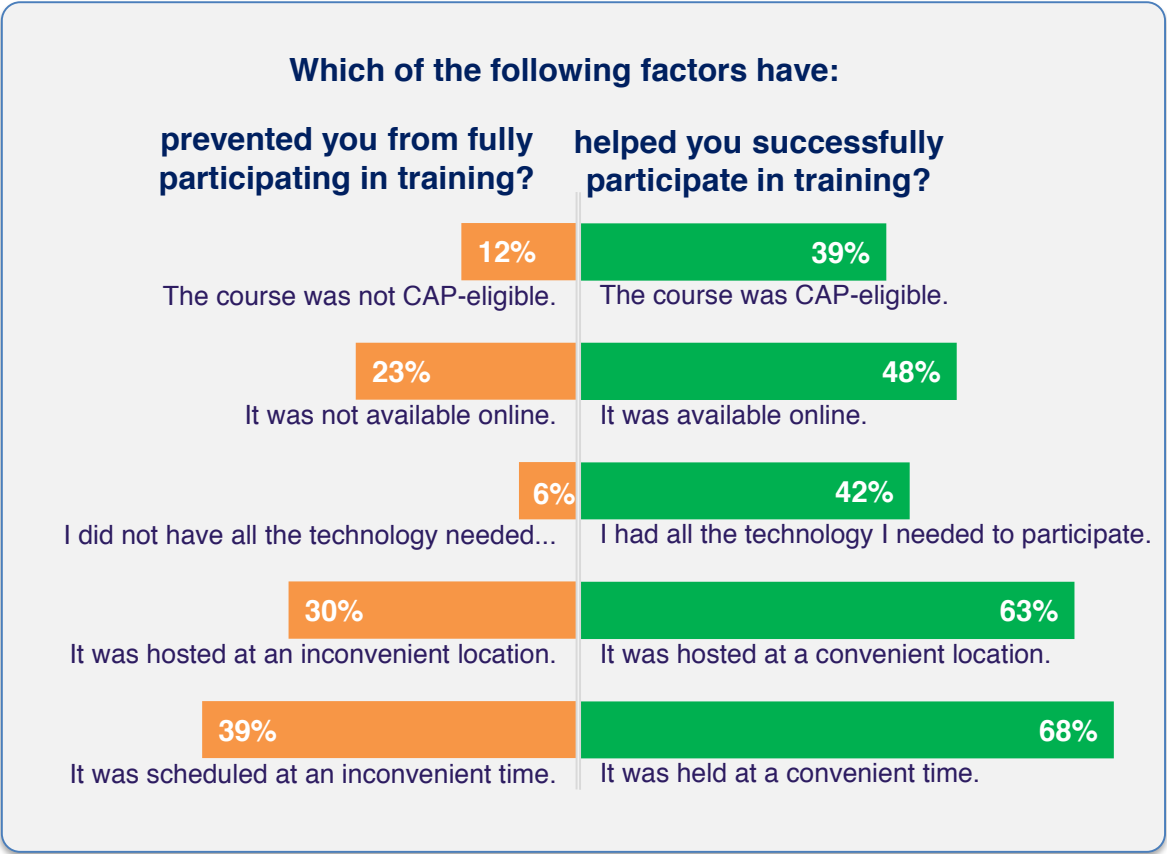
*Did you find the training completed this year (2017-2018) useful with your job duties?*



- PL is considered high quality, timely and relevant to the work
  - IT team described PD as "*Timely, relevant with good support*"
- Overall, PL courses are available to all staff levels. Staff reported PL was challenging, and fit the job
- Employees appreciated getting “tapped for training” and opportunities to become certified trainers
- Many staff have positive experiences with new Canvas and LAB systems: “interactivity” and increased ability to communicate with others were noted benefits

# Access issues pose barriers to participation: 1 in 3 non-instructional staff only receive occasional PL

On balance, Broward is creating conditions that help non-instructional staff attend PL.  
But barriers – particularly scheduling and locations - still pose challenges for staff participation.



- Opportunities
- Timing of PL could be improved**
- Limited access to PL outside the school day; staff need coverage to attend
- Communications could be improved**
- Staff are not always aware of PL offerings
  - Some staff perceive that PL for instructional staff is more important
    - "In the beginning of the year, there is heavy emphasis on instructional PL and less for others."
  - Lack of or slow onboarding for new hires
  - Schools and departments are inconsistent in providing staff with thoughtful opportunities to use their learning

# Recommendation: Define the role managers play in developing talent and capacity building, then provide them with the tools and supports to execute

## 5. Expanded Pathways

According to EdFuel's survey of district staff, “**sixty percent of survey respondents anticipate leaving their organizations within the next three years.** This number is even higher at the middle manager level, with approximately 70 percent intending to leave within the next three years.” To curb the churn of leaders, researchers advise districts take intentional steps to prioritize talent development at the central office level.

### Key steps for leadership teams

#### School District and Charter Leadership Teams<sup>1</sup>:

- 1. Strive to become an “employer of choice” for talent.** Recognize and reward managers who successfully invest in the development of their team members. Emphasize to leaders across the organization the value of growth through career ladders and lattices; encourage growth through both vertical and lateral career paths.
- 2. Promote competency-based talent systems.** Use competency maps; adopt the 70-20-10 staff development model, and invest in Performance Potential talent planning within teams and departments.
- 3. Provide guidance on how much time managers should spend on staff development and recommended best practices.** This should include weekly one-on-one check-ins, informal mentoring and real-time feedback, and regular performance discussions.

### Broward is well positioned to build on work already under way...

- Define the role of managers as talent developers
  - Set expectations for how much time managers should invest in development activities
  - Provide the tools, training and follow up support to systematically embed staff development into their roles & functions
  - Provide managers with specific offerings in areas such as goal setting, feedback, and performance management
- Reward managers for their ability to grow & retain
- Continuously share examples and best practices
- Align performance evaluations to goal setting processes and development of PL plans

# Example in Practice: Develop the strategy and practices that elevate central office development as a district-wide priority

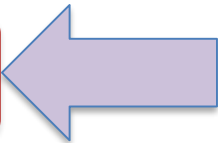
## Program Overview District Leader Program (DLP)

The focus of DLP is to orient and instruct any new leader in the knowledge and skills of effective leadership at the district level and to provide the new leader with an understanding of the history and culture of leadership within Gwinnett County Public Schools..



### Key Program Components

- Differentiated instruction by role
- Induction and orientation for all staff
- Ongoing monitoring and tracking at division and cabinet level



**Call Out: Three key practices support strong execution:**

1. Managers report on status to division leaders
2. Cabinet leaders check in on status and completion of DLP at monthly meetings.
3. Leadership Development captures input and refines the program annually

# Example in Practice: Uncommon Schools has invested heavily in building home office leadership development and career pathway programs

## 5. Expanded Pathways

**Uncommon  
Schools**

Home office PD is front and center along with development opportunities for instructional staff; Uncommon Schools has expanded its offerings and programming beyond school-based to ensure central office staff have access to regular offerings and understand career pathway opportunities.

### Growing Leaders from Within

Uncommon intentionally celebrates growth and promotion of staff at all levels of the organization. In practice, regular staff emails announce people moving across teams and advancing in their roles, moving between schools, regions, and the home office. *"It's a way to reinforce career pathways and the value that people at all levels and functions bring to our organizations,"* observes Chief of Staff, Laura Lee McGovern.



### Home Office PD

Home Office professional development workshops offer a variety of sessions, from communication to effective coaching, as well as time management and function-specific skills.



### Summer PD

Every August, teachers engage in two to three weeks of training around driving culture and achievement, data-driven instruction, and building relationships with students. Our new and returning teachers bond as a staff and feel confident and ready to hit the ground running on the first day of school.



### Weekly Time for Training

Every week, we devote half a day to professional development with focused school-wide staff meetings and grade level or content meetings. Staff members also have one-on-one coaching sessions with their instructional leader, getting invaluable real-time feedback and thought partnership.

# Table of Contents

## **Appendix I - Analysis supporting Findings and Recommendations**

1. Strengthen coherence
2. Understand ROI of PL
3. Implementation Support
4. Timing of PL
5. Expanded pathways for central office



## **Appendix II – Frameworks and References**

# Appendix II

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## Frameworks & References

# High Quality PL Model Scorecard: Evidence






Key Areas of Focus	Rating*	Evidence
1) Strategy is coherent and aligned to instructional outcomes		<ul style="list-style-type: none"> <li>• System-wide offerings to staff across all levels</li> <li>• Investment in PL systems that facilitate provision of a robust PL library at scale</li> <li>• Unclear overarching strategy and goals or connections to instructional outcomes</li> </ul>
2) Professional learning priorities are established at three levels - district, school and employee level		<ul style="list-style-type: none"> <li>• District level priorities: Least defined and with limited connections to employee performance or student outcomes</li> <li>• Department-level priorities: Developed largely in isolation with limited coordination or communication between departments – with some exceptions               <ul style="list-style-type: none"> <li>• Cadres are working to align learning priorities to inform PL</li> </ul> </li> <li>• Employee level: Inconsistent evidence across roles and functions               <ul style="list-style-type: none"> <li>• <i>Best practice example</i>: New teachers benefit from induction and onboarding program and course playlists to guide professional learning</li> <li>• <i>Opportunity</i>: Central/District-level staff lack onboarding, orientations and evaluation processes that offer opportunities for reflection or feedback about growth opportunities or PL priorities</li> </ul> </li> </ul>

\*Rating definitions are included in the appendix.

# High Quality PL Model Scorecard: Evidence

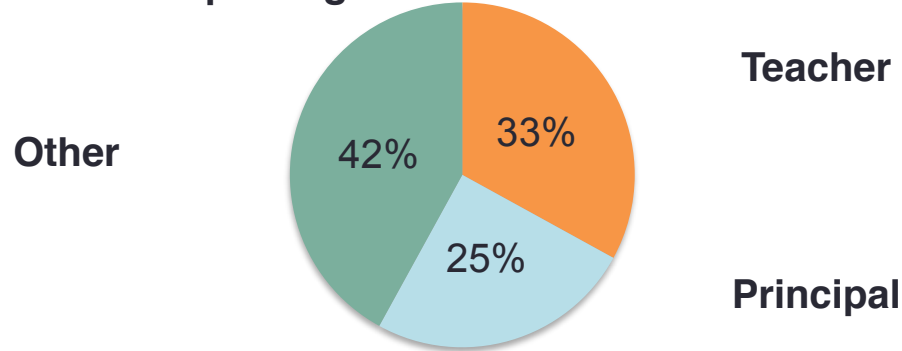
Key Areas of Focus	Rating	Evidence
<b>3) Offerings model best practice approaches for adult learning – timely, actionable, job-embedded, and differentiated. Offerings also provide on-the-job support tools and resources</b>		<ul style="list-style-type: none"> <li>• Master plans and innovation configurations standardize and align individual course offerings to standards and adult learning practices</li> <li>• Offerings are designed with the end in mind to guide delivery method, timing and support tools</li> <li>• Job-embedded supports are inconsistently implemented/offered; role and function of coaches warrants further investigation</li> <li>• PLCs are well-defined but inconsistently implemented and monitored</li> </ul>
<b>4) PL is transformative and works to progressively develop employees over time. Designed to develop both technical and adaptive leadership skills</b>		<ul style="list-style-type: none"> <li>• Teacher and leadership pipeline programs are well defined and structured – pipeline programs establish multiple pathways to grow, develop, retain and cultivate leadership</li> <li>• Although well developed, there are opportunities to strengthen impact on performance</li> <li>• District level leadership pathways are not defined; although they do benefit from a myriad of offerings to support growth and development</li> </ul>
<b>5) Ongoing monitoring of both improvements in job effectiveness and return on investment (ROI), informs decisions about professional learning.</b>		<ul style="list-style-type: none"> <li>• Individual offerings are continuously assessed to inform refinements</li> <li>• Current data collection makes it difficult to roll up feedback and outcomes to inform an overarching strategy</li> <li>• PL funding is complex and scattered across the organization making it difficult to track and monitor investment                             <ul style="list-style-type: none"> <li>• <i>Further analysis is pending and will be complete in May.</i></li> </ul> </li> </ul>

# Rating Definitions – For Discussion

Rating	Definition
	<b>Rating of 0 –</b> The district displays little to no best practice in this area. Significant work is needed to improve practice and support the district to meet its goals.
	<b>Rating of 1 –</b> The district has minimal progress in place that can be leveraged for improvement. Significant work is needed to implement best practice.
	<b>Rating of 2 –</b> The district has one to two best practices already in place, but still has significant work needed to implement best practice.
	<b>Rating of 3 –</b> The district has several best practices in place and with some adjustments can become a model for other districts.
	<b>Rating of 4 –</b> The district represents best practice in this area and is a model for other districts to follow.

# Why attracting, supporting, and inspiring great teachers and principals matter: A research synopsis

**School-based Factors  
Impacting Student Achievement**



**Nearly 60 percent of a school's impact on student achievement is attributable to teacher and principal effectiveness.<sup>1</sup>**

- The effect of teaching on student learning is greater than student ethnicity or family income, school attributes or class size.<sup>2</sup>

- More effective principals:
  - Attract and select higher-quality teachers.
  - Help teachers improve practice more rapidly.
  - Retain higher-quality teachers and remove less-effective teachers.<sup>4</sup>
- Districts lose their most effective teachers because of a lack of strategic attention to those teachers who are most effective at meeting students' needs.<sup>5</sup>
- Comprehensive teacher induction results in greater student achievement gains in math and reading.<sup>6</sup>

**Teachers have a lasting impact on students' life outcomes:** Students are more likely to go to college and gain approximately \$39,000 in lifetime income from having an above average teacher in a single grade.<sup>3</sup>

1. Marzano, Waters & McNulty. "School leadership that works: From research to results." Association for Supervision and Curriculum Development (2005)
2. Nye, Konstantopoulos and Hedges. "How Large Are Teacher Effects?" Educational Evaluation and Policy Analysis (2004)
3. Chetty, Friedman, and Rockoff. Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood, American Economic Review 2014. An above average teacher is defined as one standard deviation improvement in teacher Value Added.
4. Beteille, Kalogrides & Loeb, "Effective Schools: Managing the Recruitment, Development, and Retention of High-quality Teachers," Urban Institute (12/09)
5. The New Teacher Project, "The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools." (2012)
6. National Association for State Boards of Education, "Teacher Induction, Improving State Systems for Supporting New Teachers." (3/12)

# For discussion: What is the purpose of Professional Learning?

*Goal is to move as much PL as possible towards improving effectiveness*

## Purpose of PD

Improves Effectiveness

Contributes to Satisfaction

Provides Certification,  
Compliance and Builds Basic  
Skills

## Definition and Benefits

- **Sustained, quality PL should be a lever for improving effectiveness**
- **Benefit to school system:** Improved teacher and employee competence; improved student outcomes for both overall and high need populations

***This is where districts should be investing the most resources.***

- **PL can contribute to employee satisfaction in many ways:** opportunities to learn/grow; collaboration with colleagues; feeling valued professionally; part of a career path
- **Benefit to school system:** Can improve employee morale, reduce turnover and build leadership capacity of employees

***Much of what districts measure with PD is satisfaction - this not a strong proxy for effectiveness.***

- **Allows employees to gain, maintain or enhance credentials; enables staff to fulfill required duties (understanding policies, using data systems, security procedures)**
- **Benefit to school system:** Increases the pool of teachers available to teach overall and in additional grades and subject areas. Ensures legal compliance. Enables staff to fulfill essential roles/functions and promotes smooth operations.



# 2019 - 2020 Collaborative School Support and Professional Learning Model

# Strategic Plan

## OUR VISION:

*Educating today's students to succeed in tomorrow's world.*

## OUR MISSION:

*Educating all students to reach their highest potential.*



## CORE VALUES:

**S**tudent Focus  
**T**eaching Excellence  
**A**ccountability  
**R**espect  
**S**afety

High Quality Instruction

Safe and Supportive Environment

Effective Communication

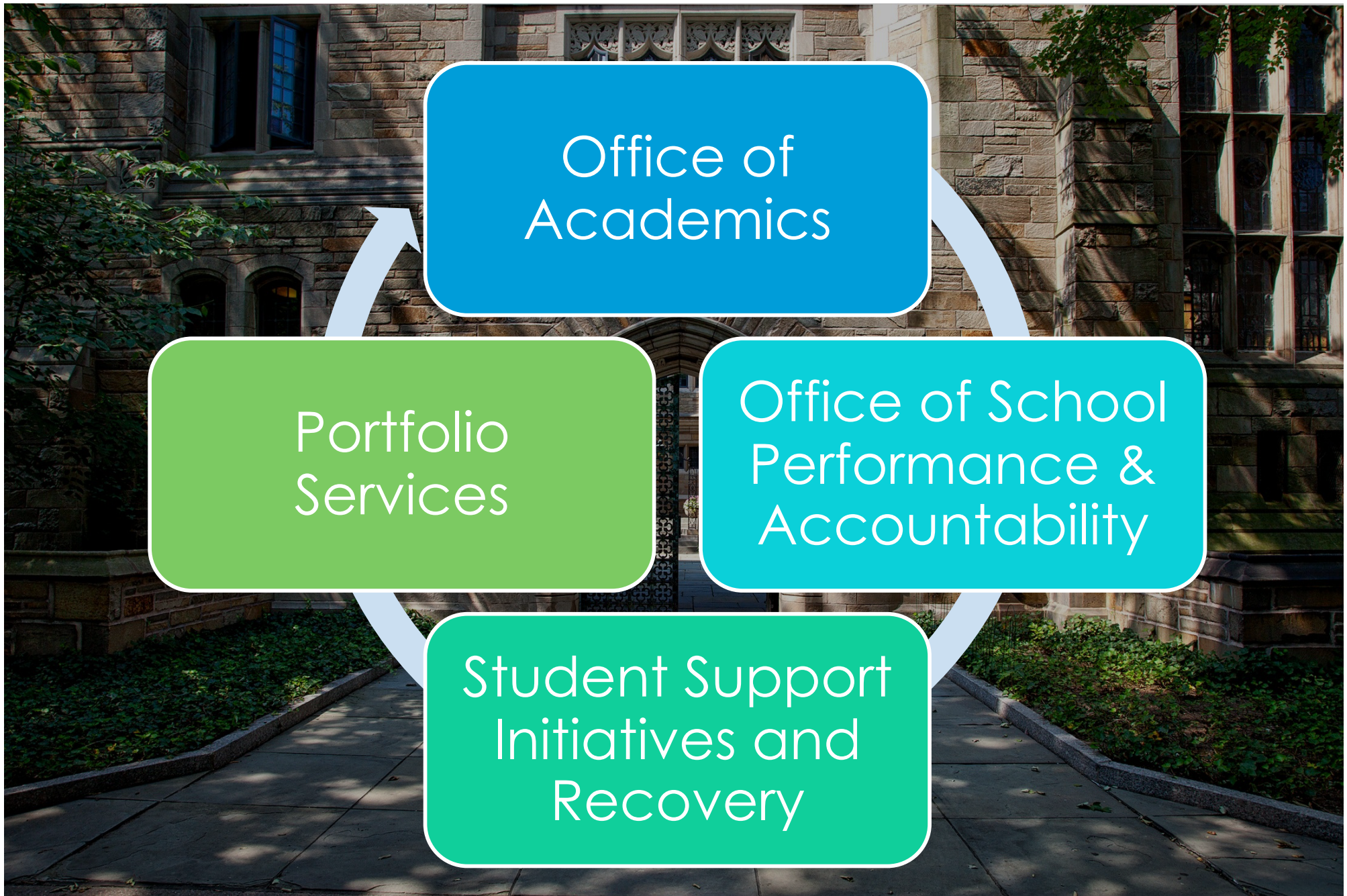




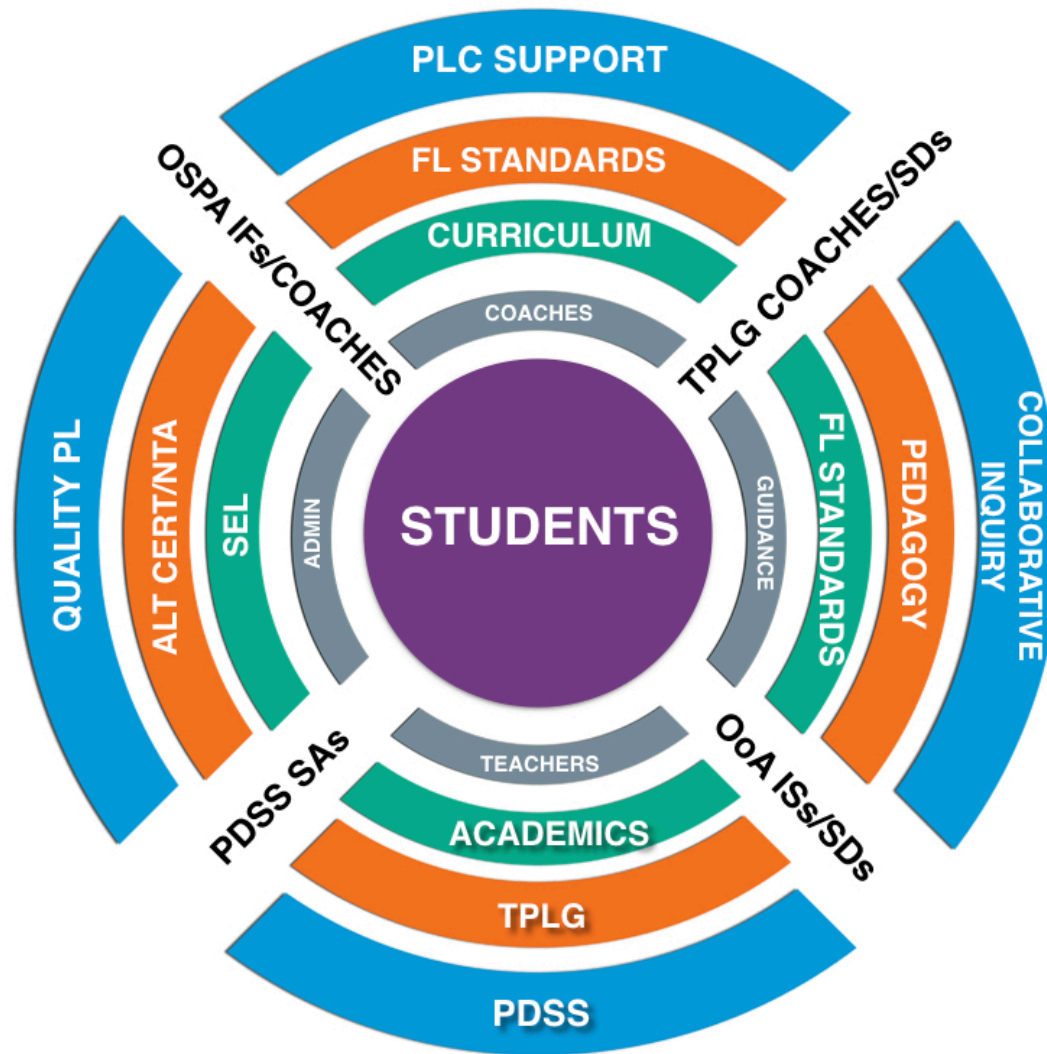
**“The achievements of an organization are the results of the combined effort of each individual.”**

~ Vince Lombardi





# Cohesion of Support



# LESSONS LEARNED

Lack of shared  
accountability

Lack of  
Alignment to  
Expectations

Alignment of PL  
and Support

System-Wide  
Cohesion for  
Support and  
Resources

Duplication of  
Services

Lack of clarity in the  
differences between  
professional  
learning, training,  
and support.



# Clarifying the Buckets



## Professional Learning



## Training



## Support





# DISTRICT SUPPORT AND IMPLEMENTATION PLAN

Data from all content areas

Influence of ESSA sub-groups

Targeted and Tiered Support



# DATA POINTS



**1** School Grade

**2** FSA Data (3 Year Trend)

**3** English Language Arts



**4** Math



**5** Science

**6** Social Studies



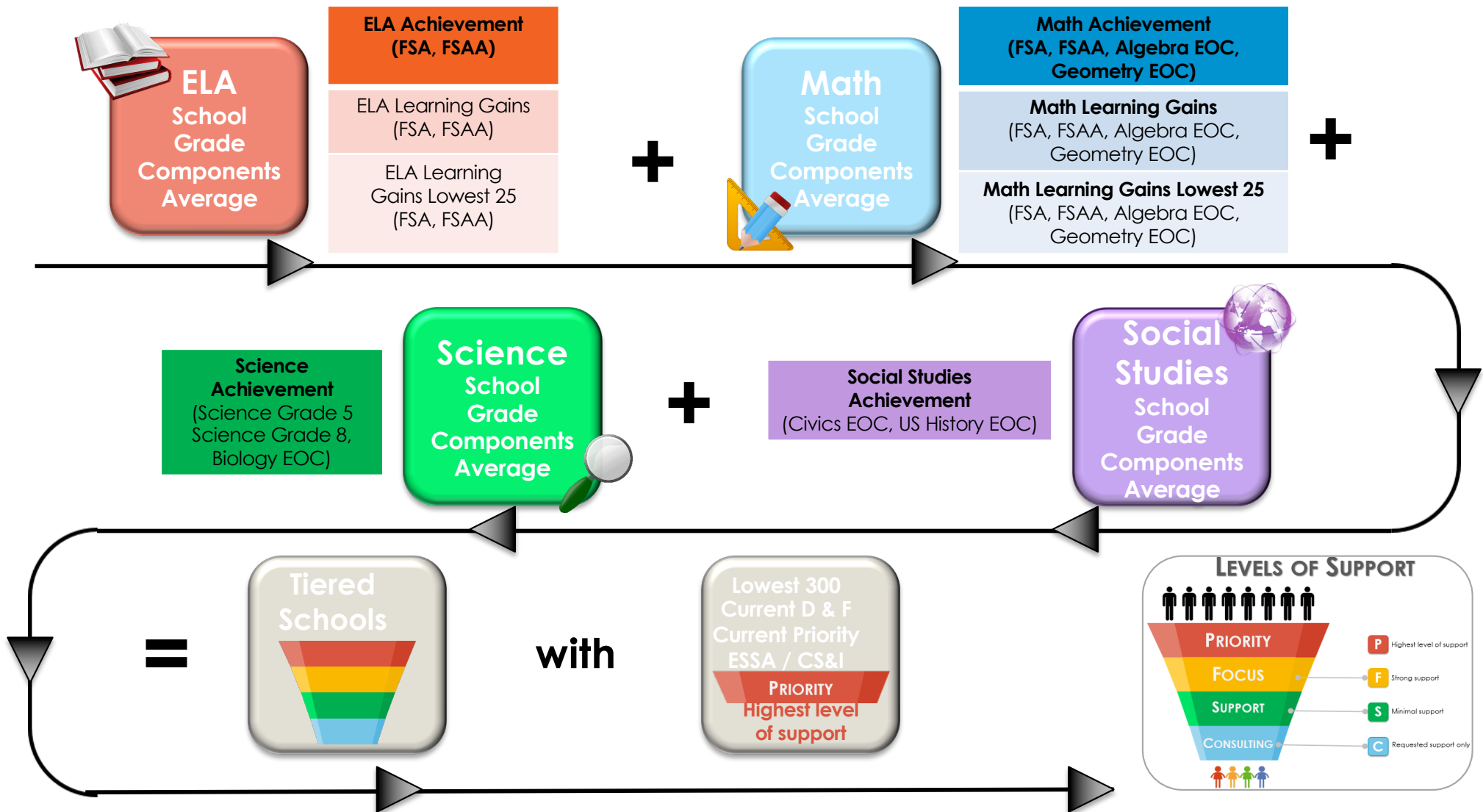
# EVERY STUDENT SUCCEEDS ACT (ESSA)

**Offers greater transparency into how the state, districts and schools are doing with regard to student achievement and success, including subgroup information.**

- Overall summative rating (district grade, school grade or school improvement rating)
- Breakdown of each component in the overall rating
- Identify support to schools and detailed reasons for the identification:
  - Academic Achievement
  - Growth and Participation
  - Alternate Assessment Participation
  - Discipline and Attendance
  - Middle School and College and Career Acceleration
  - Graduation and Postsecondary Continuation
  - Accelerated Course Enrollment
  - Preschool Enrollment
  - Long-term Goals and Interim Progress



# SCHOOL SUPPORT METHODOLOGY



Note: Traditional Multi-aged schools were assigned to the level which they predominately serve



# LEVELS OF SUPPORT



# SUPPORT STEPS

**1** Identify the level of support for each school.

**2** Pre-populate the Support Plan data points.

**3** Collaborate to ensure alignment of all Support Divisions.

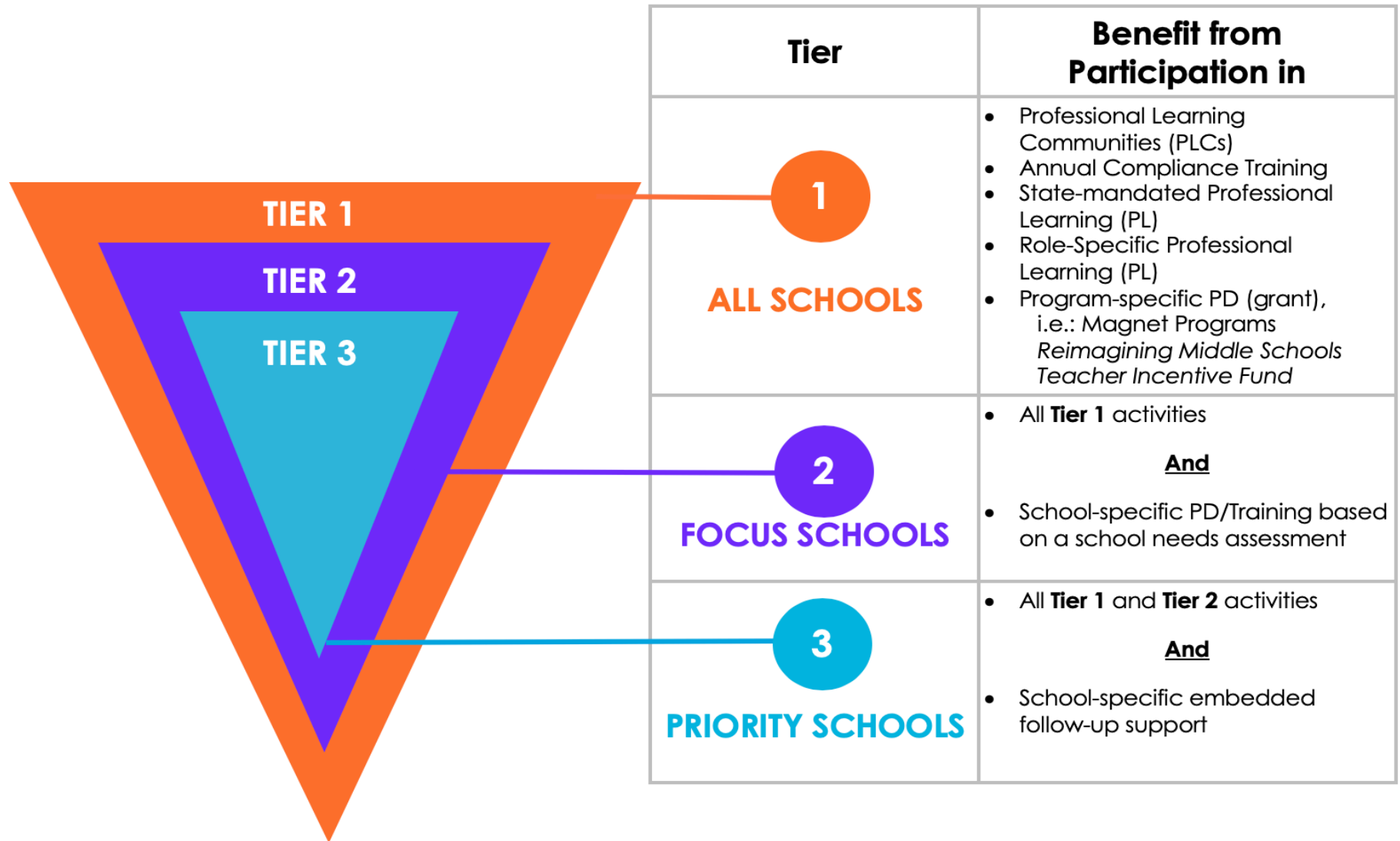
**4** Meets with school team and complete Support Plan.

**5** Assign consistent support team members to school.



# IMPLEMENTATION SUPPORT:

## Three School Tiers Based on Student Data



# Continuous Services

All schools will continue to receive the following services, regardless of the school's assigned support level.

## ESLS

### TEAM SERVICES

- Class set up
- Equipment assistance
- IEP Meetings
- New teacher support
- Review schedules to ensure services and compliance
- Review budgets and positions
- Specific student support as identified
- ESE Specialist Support/Training
- Program Specialists and ESE Field Coaches Site Visits

## ESOL

### TEAM SERVICES

- New ESOL Contact Support/Training
- Review schedules to ensure instructional services are provided
- Review schedules for META Consent Decree staff requirements
- Desktop monitoring of compliance via Ellevation
- Review ACCESS for ELLs data

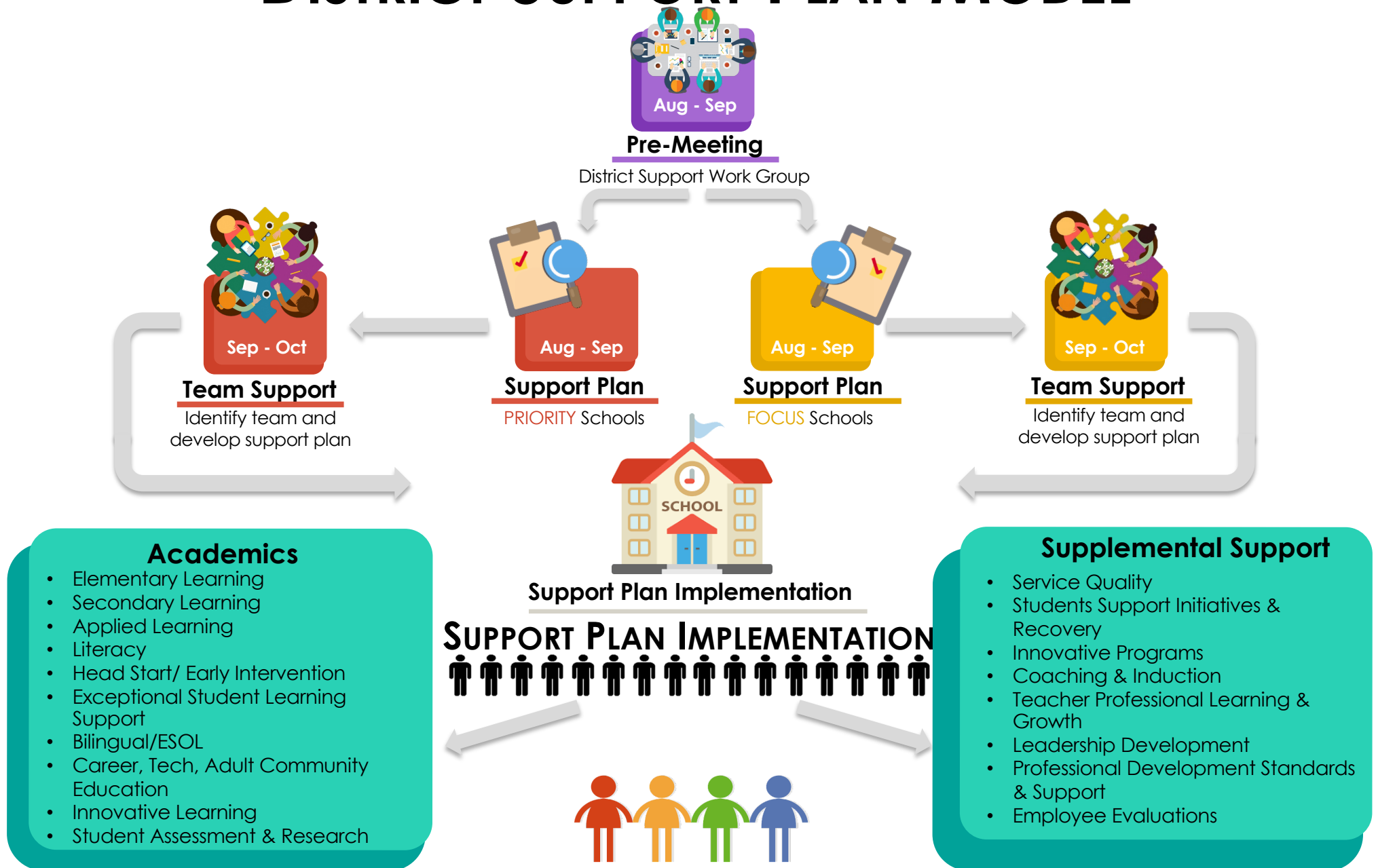
## OSQ/OSPA

### TEAM SERVICES

- Master Coach assigned to each Cadre for Quality Assurance
- Instructional Facilitators assigned to each cadre
- New SAF/SAC Committee Chair Training
- Review school-based processes and procedures for compliance
- Specific support as directed by the Cadre Director



# DISTRICT SUPPORT PLAN MODEL



# School Support Plan



## District School Support Plan (Elementary) 2019 – 2020

Date:  
Content Area Focus:  
School Site:  
District Personnel Present:

### School-Wide Data

	SES Band	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Current Grade	Previous Year's Grade	Informational Baseline Grade 2015	Title I - YES/NO	Percent of Minority Students	Percent of Economically Disadvantaged Students
2018														
2017														
2016														

### English Language Arts (ELA)/Literacy

	Third			Fourth			Fifth		
	2017	2018	Differential	2017	2018	Differential	2017	2018	Differential
Achievement %									
Learning Gains % (all)									
Learning Gains <25%									

Achievement %									
Learning Gains % (all)									
Learning Gains <25%									

Writing Composite									
-------------------	--	--	--	--	--	--	--	--	--

\*Proficiency is defined as a language proficiency level 4 or above  
\*Gains is defined as increasing one language proficiency level

Fifth		
EE	CSE	

	Fourth		Fifth	
AP 1 Current Year	AP 3 Prior Year	AP 1 Current Year	AP 3 Prior Year	AP 1 Current Year

on Grade 4 and 5

Fifth			
Initial	2017	2018	Differential

	Fifth		
Differential	2017	2018	Differential

	Second		
Gains	2017	2018	Gains

	Fifth		
Gains	2017	2018	Gains



# School Support Plan

Top 10 Incident Type	Number of Students in School: Number of SWD:					Number of FRL Students: Number of ELL Students:					Disproportionate amongst which	Region
	2017 Students	2017 Total	2018 Students	2018 Total	Diff	SWD	FRL	ELL				
Incident 1												
Incident 2												
Incident 3												
Incident 4												
Incident 5												
Incident 6												
Incident 7												
Incident 8												
Incident 9												
Incident 10												

Top ODRs (Office Discipline Referrals)	Number of Students in School: Number of SWD:					Number of FRL Students: Number of ELL Students:					Disproportionate amongst which subgroup	Region
	2017 Total Incidents	2017 Total Amount of Teachers	2017 Grade Levels/ Subject Areas	2018 Total Incidents	2018 Total Amount of Teachers	2018 Grade Levels/ Subject Areas	Time of Day	SWD	FRL	ELL		
Incident 1												
Incident 2												
Incident 3												
Incident 4												
Incident 5												
Incident 6												
Incident 7												
Incident 8												
Incident 9												
Incident 10												

Top 10 Incident Type	Number of Students in School: Number of SWD:					Number of FRL Students: Number of ELL Students:					Disproportionate amongst which subgroup	Region
	2017 Students	2017 Total Incidents	2018 Students	2018 Total Incidents	Diff	SWD	FRL	ELL				
Incident 1												
Incident 2												
Incident 3												
Incident 4												
Incident 5												
Incident 6												
Incident 7												
Incident 8												
Incident 9												
Incident 10												

BASIS (Behavior and PROMISE)	Number of Students in School: Number of SWD:					Number of FRL Students: Number of ELL Students:					2018 Number of Students Accruing 5 or More	Number of Students Repeated 5 or More in Subsequent Years	Region
	2017 Number of Behavior Referrals	2017 Number of PROMISE Referrals	2017 Number of Behavior Referrals Addressed	2017 Number of PROMISE Referrals Addressed	2017 Number of Students Accruing 5 or More	2018 Number of Behavior Referrals	2018 Number of PROMISE Referrals	2018 Number of Behavior Referrals Addressed	2018 Number of PROMISE Referrals Addressed				
Incident 1													
Incident 2													
Incident 3													
Incident 4													
Incident 5													
Incident 6													
Incident 7													
Incident 8													
Incident 9													
Incident 10													



# School Support Plan

Learning Walk Observations				
Noticings		Wonderings		

School Support Plan				
Professional Learning				
Action Steps/Strategies	Measure of Success	Person(s) Responsible	Resources	Timeline
Training				
Action Steps/Strategies	Measure of Success	Person(s) Responsible	Resources	Timeline
Support				
Action Steps/Strategies	Measure of Success	Person(s) Responsible	Resources	Timeline



# Supporting School Based Coaches

- A Master Coach will be assigned to each cadre to provide support to school-based instructional coaches
- Master Coaches will attend assigned Cadre Directors' weekly collaborative visits
- Instructional Coach expectations will be provided to principals and school-based instructional coaches

## Qtr. 1

- Set coaching expectations for school-based administrators and instructional coaches
- Gather and analyze data on school-based instructional coach support and expertise
- Capture the profile of instructional Coaches in BOLT
- On-going conversation with OSPA Support Directors regarding Instructional Coaches

## Qtr. 2

- Recommendations for instructional coach to attend trainings based on identified needs
- Provide trainings and targeted support for school-based instructional coaches
- Deploy Master Coaches, Instructional Facilitators/Specialists based on school's needs assessment provided by District Support Directors
- On-going conversation with OSPA Support Directors regarding Instructional Coaches

## Qtr. 3

- Ongoing school-based instructional coach trainings and support
- Continue Master Coach support to school-based instructional coaches
- School-based instructional coaches will attend Instructional Coach Symposium
- On-going conversation with OSPA Support Directors regarding Instructional Coaches

## Qtr. 4

- Ongoing school-based instructional coach training and support
- Monitor implementation of Master Coach support to school-based instructional coaches
- Analyze data for improvement and identify next steps
- On-going conversation with OSPA Support Directors regarding Instructional Coaches



# Support Requests & Logs

2019 - 2020

[+ New Support Request](#) [+ New School Visit](#)

### ☆ Support Request

Department Name: Service Quality Office (9853)

School:

Status:

Principal:

Contact Person at the School:

Qualifier:

Type of Support:

Focus Area: ☐ MTSS-Rtl ☐ Behavior ☐ Bilingual / ESOL ☐ Adult Ed ☐ ESLs ☐ Compliance

Grade Level: ☐ Pre K ☐ K ☐ 3 ☐ 4 ☐ 7 ☐ 8 ☐ 11 ☐ 12

[New School Visit](#) [School Visit Calendar](#)

### ☆ School Visits

Department:

School:

Principal:

Person Visiting the School:

Type of Support:

Focus Area: ☐ MTSS-Rtl ☐ Behavior ☐ Bilingual / ESOL ☐ Adult Ed ☐ ESLs ☐ Compliance ☐ CTACE ☐ ELA ☐ Math ☐ Science ☐ Social Studies ☐ Writing ☐ Other

Grade Level: ☐ Pre K ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Leadership Team: ☐ Principal / AP ☐ Instructional Coach ☐ Leadership Team ☐ Collaborative Problem Solving Team (CPST) ☐ Teachers

### ☆ School Visits Information

Visit Date:

Start Time:  End Time:

[Save](#) [Cancel](#)

### ☆ Upload Files

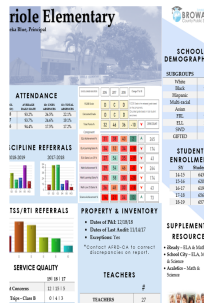
Upload Files



# School Review Processes



## Collaborative School Visits



## OSPA Data Dives



## Cabinet Conversations



# Timeline

Date	Description
July 2019	School Grade Data Released
July 30, 2019	UniSIG SIP & Applications Due
July 31, 2019	19-20 - Collaborative Support Model and Professional Learning Model
August 8, 12, & 13, 2019	Support Directors Pre-Meeting
August - September	School Site Visits (Priority Schools)
August – September	School Site Visits (Focus Schools)
September 2019	Start Collaborative School Visits
October 2019	Start OSPA Data Dives





PROFESSIONAL DEVELOPMENT  
STANDARDS AND SUPPORT

# PROGRESS MONITORING SURVEY FINDINGS

Susan Leon, Director, PDSS

Ted Myers, Research Specialist



# Principal Survey: Progress Monitoring Tools

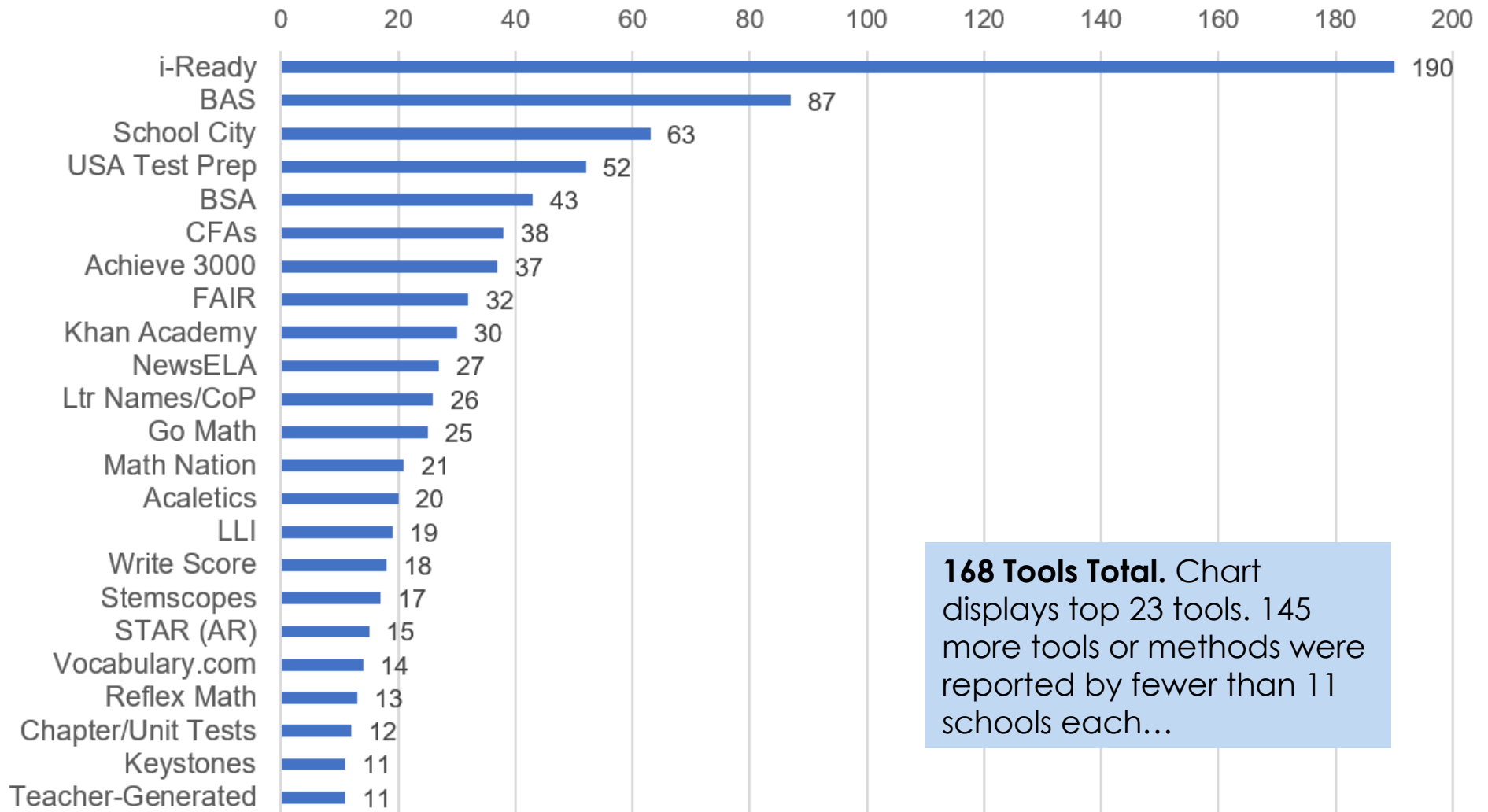
## Research Methods

- Developed survey of progress monitoring tools with feedback from multiple OSPA and OoA departments, including SAR.
- Collected online responses from all Broward Schools principals from April 19–24, 2019, up to eight tools each.
- Verified responses against school list, with Cadre Director follow-up until all schools completed the survey ( $n = 226$ ).
- Based on >1,000 text responses, created normalized list of 168 progress monitoring tools reported by all schools.



# Principal Survey: Progress Monitoring Tools

Progress Monitoring Tools Reported by  
All SBBC Principals (n = 226)



**168 Tools Total.** Chart displays top 23 tools. 145 more tools or methods were reported by fewer than 11 schools each...



# Principal Survey: Progress Monitoring Tools

## Tool Attributes

For each of the eight progress monitoring tools cited, principals indicated the following attributes:

- **Proportion** of students assessed (<25%, 25-75%, >75%)
- **Tiers** Supported (I, II and/or III)
- **Use** (Diagnostic Data, Predicted Proficiency...)
- **Subjects** (LA, MA, SS, SC) or Programs (ESOL, ESLS)
- **Grade Level(s)** Assessed (K – 12)
- **Funding Source(s)** (School, District, Grant, Other)



# Principal Survey: Progress Monitoring Tools

Rank	Tool	Schools	Students Assessed			Tier Supported		
			> 75%	25% to 75%	<25%	Tier I	Tier II	Tier III
1	i-READY	190	155	27	6	179	150	133
2	BAS	87	69	16	2	83	74	70
3	SCHOOL CITY	63	28	35		59	41	31
4	USA TEST PREP	52	25	22	5	44	28	22
5	BSA	43	12	27	3	41	22	18
6	CFAs	38	23	11	4	36	18	13
7	ACHIEVE 3000	37	7	21	8	29	26	18
8	FAIR	32	7	16	7	17	20	13
9	KHAN ACADEMY	30	17	11	2	27	18	9
10	NEWSELA	27	7	18	1	22	16	4
11	LETTER NAMES	26	5	3	17	22	18	15
12	GO MATH	25	23		2	24	14	11
13	MATH NATION	21	5	10	5	19	10	5
14	ACALETICS	20	6	13	1	20	14	12
15	LEVELED LIT INT	19	2	5	12	2	17	19



# Principal Survey: Progress Monitoring Tools

Rank	Tool	Schools	Application					
			Diagnostic Data	Predicted Proficiency	Standards Mastery	Student Growth	Prog>Lrng Gains	Supp. Instr Material
1	i-READY	190	165	163	151	176	158	141
2	BAS	87	73	45	19	84	41	29
3	SCHOOL CITY	63	20	46	59	51	46	19
4	USA TEST PREP	52	40	26	42	32	35	34
5	BSA	43	17	37	36	17	22	5
6	CFAs	38	16	18	32	22	20	19
7	ACHIEVE 3000	37	33	27	29	34	28	21
8	FAIR	32	26	25	13	23	13	3
9	KHAN ACADEMY	30	23	17	23	23	20	24
10	NEWSELA	27	11	6	18	18	13	21
11	LETTER NAMES	26	21	17	9	25	13	8
12	GO MATH	25	15	9	22	17	16	12
13	MATH NATION	21	15	12	19	15	15	18
14	ACALETICS	20	13	10	17	18	13	16
15	LEVELED LIT INT	19	7	4	5	17	10	16



# Principal Survey: Progress Monitoring Tools

Rank	Tool	Schools	Subject Area/Program						
			ELA/ Reading	Writing	Math	Science	Social Studies	ESOL	ESLS
1	i-READY	190	174	11	176	5	4	79	76
2	BAS	87	86	27	4	6	5	37	36
3	SCHOOL CITY	63	62	5	63	55	6	19	18
4	USA TEST PREP	52	37	15	25	32	27	26	23
5	BSA	43	39	7	36	35	8	19	18
6	CFAs	38	33	27	33	31	30	21	21
7	ACHIEVE 3000	37	36	17		3	5	16	14
8	FAIR	32	30	3	1		1	8	10
9	KHAN ACADEMY	30	26	11	27	9	9	15	16
10	NEWSELA	27	26	17	2	11	12	13	13
11	LETTER NAMES	26	23	4				11	12
12	GO MATH	25			24			11	10
13	MATH NATION	21			19		1	11	10
14	ACALETICS	20	1		18	3		6	5
15	LEVELED LIT INT	19	18	8	1	2	1	14	14



# Principal Survey: Progress Monitoring Tools

Rank	Tool	Schools	Grade Level												
			K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
1	i-READY	190	83	133	148	162	161	161	34	33	33	1	1	1	1
2	BAS	87	55	81	81	82	80	79	5	4	4				
3	SCHOOL CITY	63	5	15	44	63	61	61	1	1	1				
4	USA TEST PREP	52						1	19	22	23	33	33	28	22
5	BSA	43	1	1	1	32	32	33	7	8	9	2	2		
6	CFAs	38	4	7	7	8	8	8	16	16	16	17	18	17	14
7	ACHIEVE 3000	37	1	3	4	3	3	3	17	19	19	15	15	11	10
8	FAIR	32					1	1	19	19	19	14	14	9	5
9	KHAN ACADEMY	30							3	6	7	27	26	25	24
10	NEWSELA	27				2	2	2	6	10	10	19	19	15	15
11	LETTER NAMES	26	23	12	3	2	1	1							
12	GO MATH	25	17	23	23	24	22	22							
13	MATH NATION	21								5	5	17	18	15	8
14	ACALETICS	20		1	5	20	18	18	1	1	1				
15	LEVELED LIT INT	19	6	17	18	19	16	13							



# Principal Survey: Progress Monitoring Tools

Rank	Tool	# Schools	Funding Source			
			School	District	Grant	Other
1	i-READY	190	119	15	74	26
2	BAS	87	50	60	4	3
3	SCHOOL CITY	63	30	4	38	3
4	USA TEST PREP	52	47	2	2	1
5	BSA	43	2	38		2
6	CFAs	38	19	14	1	6
7	ACHIEVE 3000	37	27	1	9	1
8	FAIR	32	3	18		11
9	KHAN ACADEMY	30	5	10	1	13
10	NEWSELA	27	5	18		2
11	LETTER NAMES	26	12	11		1
12	GO MATH	25	10	19		
13	MATH NATION	21	6	12		3
14	ACALETICS	20	10	1	11	2
15	LEVELED LIT INT	19	15	4	5	3





# Professional Development Standards and Support

## Theories of Action

### Theory of Action — Student Assessment and Analytics

**IF** we want to empower BCPS instructional leaders to make more informed decisions that connect professional learning to the areas in which our students and educators need support and positively influence instructional outcomes...

**THEN** we will need to offer professional learning opportunities with direct links to student item analysis and standards tracking assessment reports. As teachers and principals analyze how their students performed in specific standards on benchmark or in-classroom assessments, they are directly linked to standards-aligned PD content/opportunities that address teaching strategies on the standard. This will help to bring all the data together (professional development and student assessment data) into a single analytics platform.

### Need: District-wide Student Assessment Functions

**IF** we provide a concise platform where student assessment functions can be housed for all stakeholders to access and review...

**THEN** teachers, administrators, OSPA and OoA staff will have access to system data that indicates areas strength and need in an itemized manner for specific standards that can be used to target specific student learning needs.

### Need: Robust Reporting Functions

**IF** this system provides a robust reporting function aligned to formative and summative student assessment results...

**THEN** administrators will be able to analyze how a school, teacher, class, subject or grade level performs on specific standards or benchmarks on a continuous basis and teachers will be able to continuously monitor student performance.

### Need: Alignment of Student Assessment Data to Professional Learning

**IF** this system links student assessment data to professional learning data...

**THEN** administrators, OSPA and OoA staff will be able to monitor the relationship between completion of professional learning activities and targeted student learning outcomes, individualize learning opportunities for teachers based on student impact, authentically incorporate student outcomes into the cycle of continuous improvement, and ultimately improve the impact of professional learning on student learning.

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA**

**RICHARD BAUM  
STUDENT ASSESSMENT AND RESEARCH DIRECTOR**

May 14, 2019

TO: Daniel Gohl  
Chief Academic Officer

FROM: Richard Baum  
Student Assessment and Research Director

SUBJECT: **PROGRESS MONITORING TOOLS FOR 2019-2020**

In an effort to streamline and reduce the number of assessments utilized in our classrooms and maximize instructional time, Office of Academics and OSPA Directors met to discuss various tools and options available for K - 12. After several in-depth conversations with the Directors of Elementary and Secondary Learning and the Director of Professional Development Standards and Support, the following progress monitoring tools are recommended for the 2019-2020 school year.

<b>Grade Level and Subject</b>	<b>Tool</b>
Reading (K-2)	Benchmark Assessment System (BAS)
ELA and Mathematics (Grades 2-8)	iReady Diagnostic and Standards Mastery
ELA (Grades 2 – 12) Mathematics (Grades 2 – 12) Science (Grades 2 – 12) Social Studies (Grades 2 – 12)	PowerSchool Student Assessment and Analytics, including Test Bank Items <ol style="list-style-type: none"><li>1. USA Test Prep for Grades 6-12 (Transition to PowerSchool by 2021)</li><li>2. School City (Transition to PowerSchool by 2021)</li></ol>

Progress Monitoring assessments are used to assess students' academic performance and evaluate the effectiveness of instruction. The BAS and iReady tools are vendor created and vetted assessments. The PowerSchool's Student Assessment tool are District, school administrator, and teacher created assessment instruments.

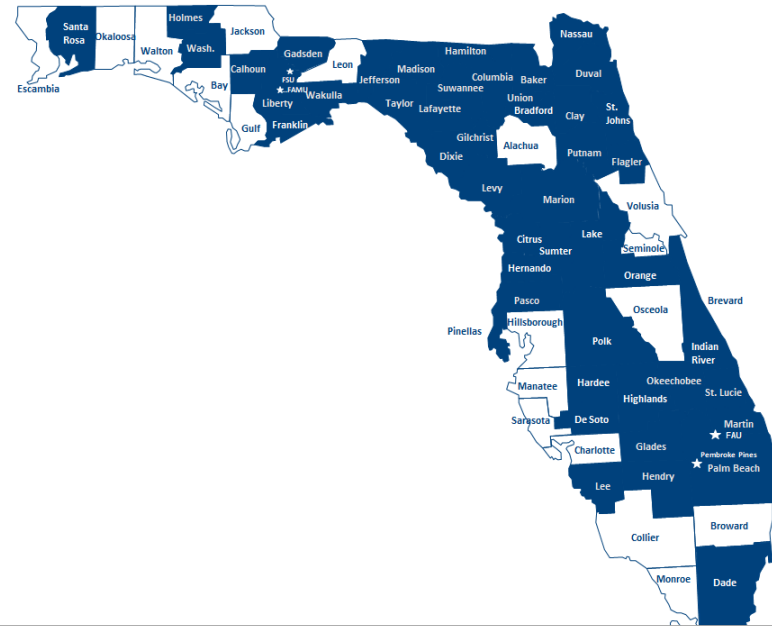
RB/NM

c: Elementary Learning Director  
Secondary Learning Director  
Professional Development Standards and Support Director



## Performance Matters

- ✓ Used in 75% of all Florida districts
- ✓ Additional module of BCPS PD Platform
- ✓ Established Partnership with **The Teaching Channel**
- ✓ Custom Florida Assessment and Reporting Features
  - ✓ Bottom Quartile
  - ✓ Learning Gains Calculations
  - ✓ Track Student movement within Sub-Levels of FSA (1.1,1.2,1.3,2.1,2.2...)
  - ✓ Survey 2/3 Match
  - ✓ Ability to Track Cohorts
  - ✓ Florida Graduation Report
  - ✓ Rtl and PMP Modules
  - ✓ Florida Specific Item Banks (IBTP, CFAC)
- ✓ Collaborative Platform Enabling Sharing of Content
- ✓ Scalable/Reliable – Founded in 2000
- ✓ Dynamic - High Stakes/Shared Formatives Online/Paper Based
- ✓ Secure report sharing
- ✓ Experienced Florida Educators for Consulting
- ✓ Customer Driven Roadmap

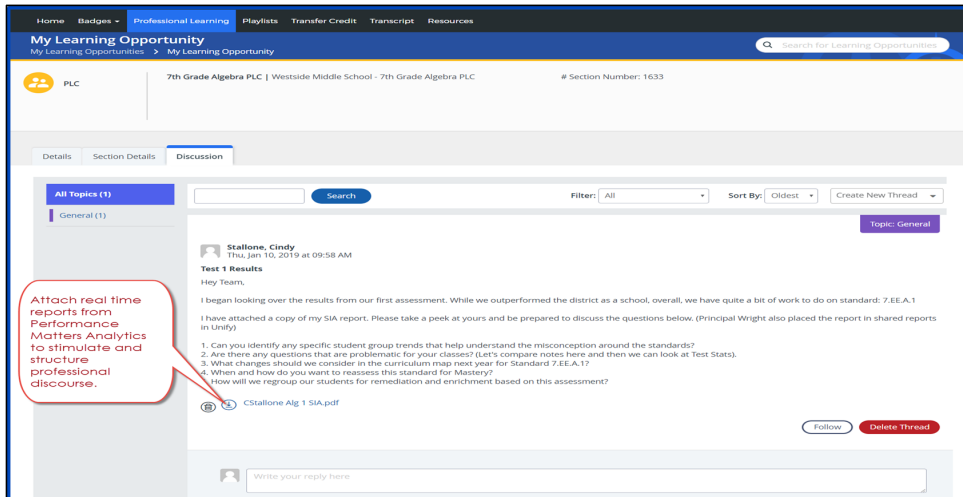


"Miami-Dade County Public Schools selected the Performance Matters assessment platform because it met all of the criteria we were looking for: tools and item types that are similar to our state assessments, dynamic analytics for reporting, and the ability to manage large-district capacity. In the first month of implementation, we successfully administered more 600,000 assessments that had been built from the item banks within the platform. Both school and district staff are very pleased with the performance of the system thus far."

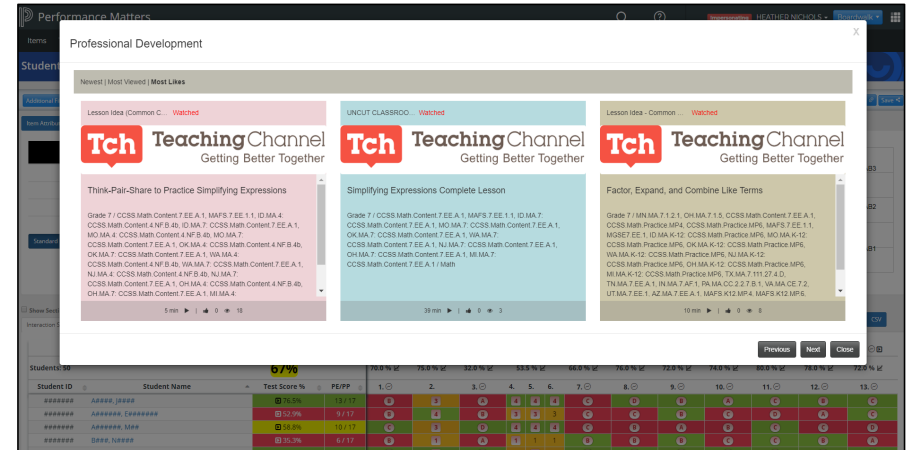
Sally A. Shay, Ph.D.  
District Director, Assessment, Research and Data Analysis  
Miami-Dade County Public Schools

# Performance Matters And Your Director of Professional Development

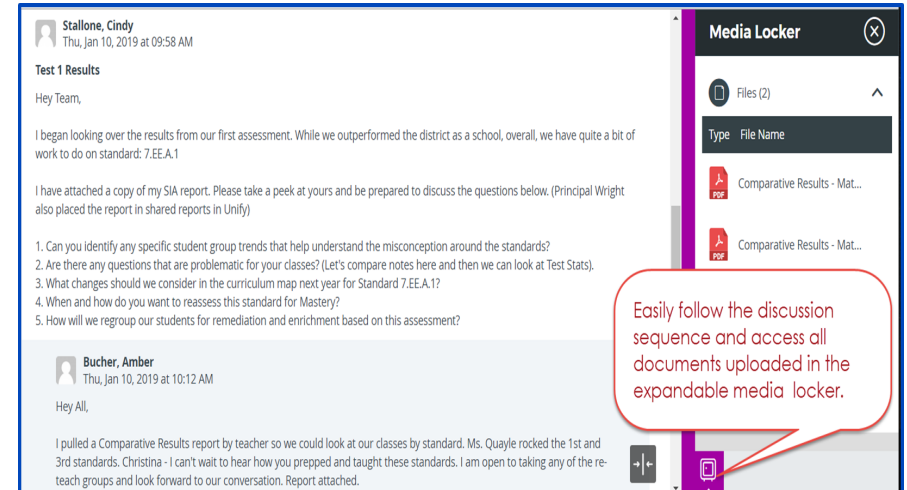
- ✓ Established Partnership and Access to **The Teaching Channel** Content from Student Item Analysis (Standards Aligned PD Content at Teachers' Fingertips)
- ✓ Reference Student Data Directly in the PD Platform
- ✓ Visibility into PLC Conversation and Focus
- ✓ Seamless access into the PM Assessment & Analytics Solution – One integrated look and feel making it easy for teachers to adopt and use
- ✓ Links Professional Development with Student Growth



The screenshot shows the 'Professional Learning' section of the Performance Matters platform. It features a discussion thread titled 'Test 1 Results' by Stallone, Cindy. The thread includes a detailed analysis of test results and a list of questions for discussion. A red callout box highlights the text: 'Attach real time reports from Performance Matters Analytics to stimulate and structure professional discourse.'



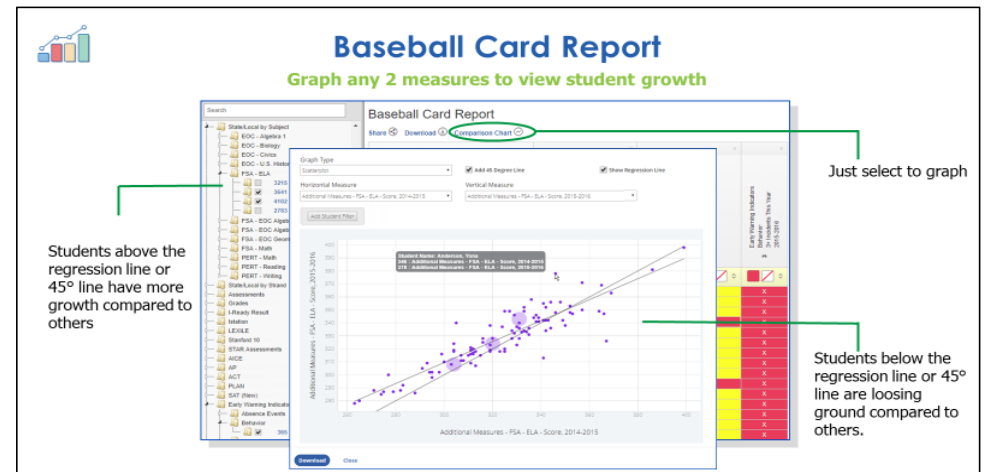
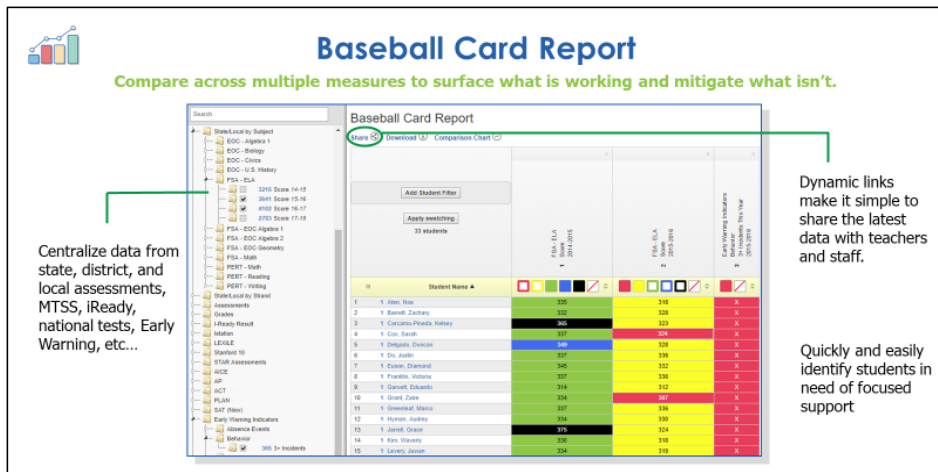
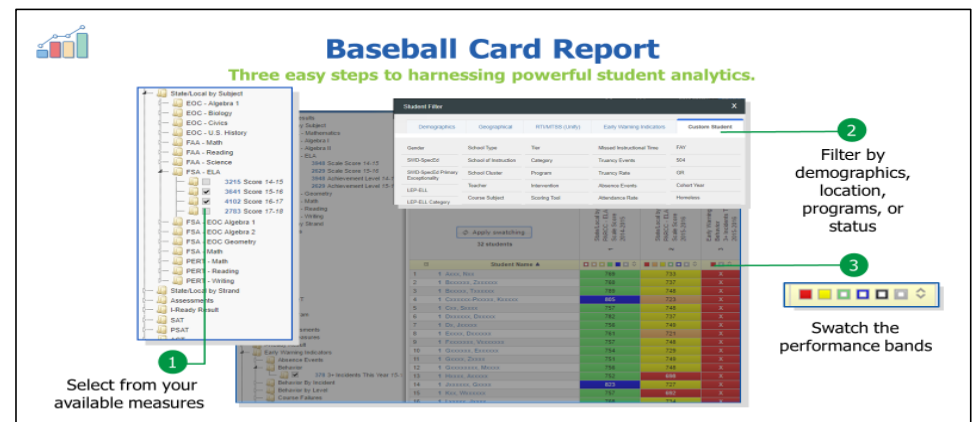
The screenshot shows the 'Professional Development' section of the Performance Matters platform. It features a grid of video lessons from Teaching Channel, including 'Think-Pair-Share to Practice Simplifying Expressions' and 'Simplifying Expressions Complete Lesson'. Below the videos is a table of student data showing test scores and performance metrics.



The screenshot shows the 'Media Locker' section of the Performance Matters platform. It features a discussion thread titled 'Test 1 Results' by Stallone, Cindy. The thread includes a detailed analysis of test results and a list of questions for discussion. A red callout box highlights the text: 'Easily follow the discussion sequence and access all documents uploaded in the expandable media locker.'

# Performance Matters And Your Cadre Leaders for School Turnaround

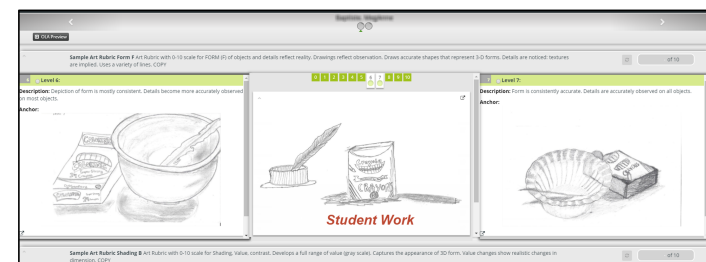
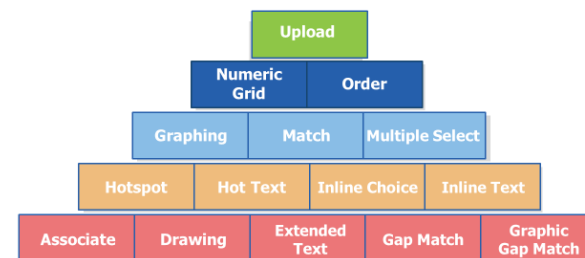
- ✓ Ability to Determine Program Effectiveness
- ✓ Quick identification of Root Cause
- ✓ Comprehensive Early Warning System Enables Impactful Resource Allocation
- ✓ Secure Sharing Links Foster Data and Information Sharing
- ✓ Multi-Year, Multi-Metrics Dynamic Reporting Powers Student Growth Driven Decision Making in Real Time
- ✓ Standards Mastery Heat Maps Inform Curriculum Planning and Adjustment



# Performance Matters And Your District Assessment Team

- ✓ Proven and Reliable Partner
  - ✓ 7,611,958 Online Tests in Florida (16-17)
  - ✓ 5,758,117 Scan Sheets Administered and Scored in Florida (16-17)
- ✓ Dynamic Assessment Administration
  - ✓ Paper Based or On-Line Assessments
  - ✓ High Stakes or Low Stakes Collaborative Formative
- ✓ 15 Item Types, Unlimited Rubrics, Online Scoring
- ✓ Gradebook Writeback
- ✓ Extensive Test Statistics to Ensure Quality Assessments
- ✓ Collaborative Platform Enables In-District and Out-of-District Assessment Sharing (PM Nation)
- ✓ Florida Standards Updated with Items and Test Aligned (CFAC, FL\_IBTP)

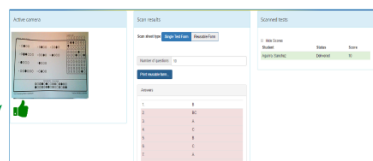
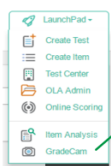
## PM Supported Item Types



## GradeCam Integration

### In Classroom Scanning of Assessments

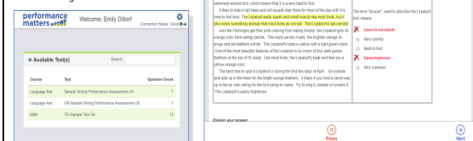
From Document Cameras, Computer Cameras Teachers can create Answer Key Only assessments, aligned to standards leveraging the power of GradeCam technology, including reusable scan sheets!



Immediate feedback with student's items and total score presented with the ability to mask student information and total score.

## On Line Assessment (OLA)

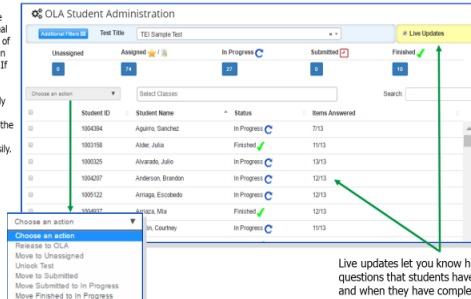
Secure student access allows students to see only tests that are available to them at the time of login.



Interactive screens enable the use of highlighting tools, answer eliminator, text-to-speech, calculators and more. Tool options are made available by the test designer.

## Student Progress During On Line Assessments

Teachers have the ability to see in real time the progress of students during On Line Assessment. If students need intervention, the teacher can quickly move students to varying stages of the assessment efficiently and easily.

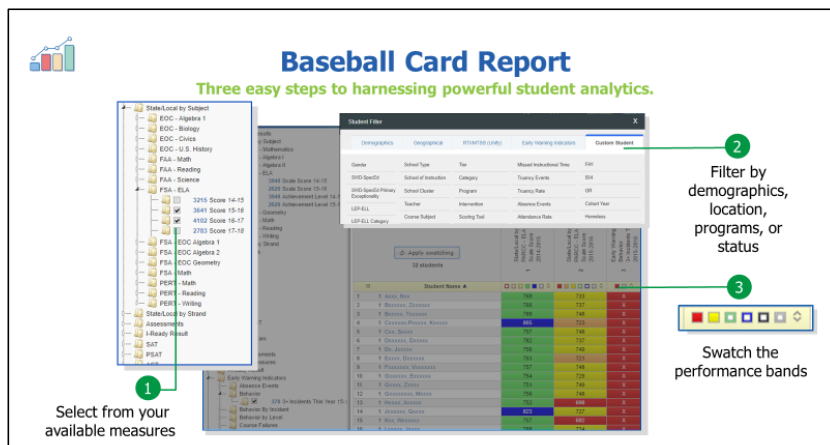
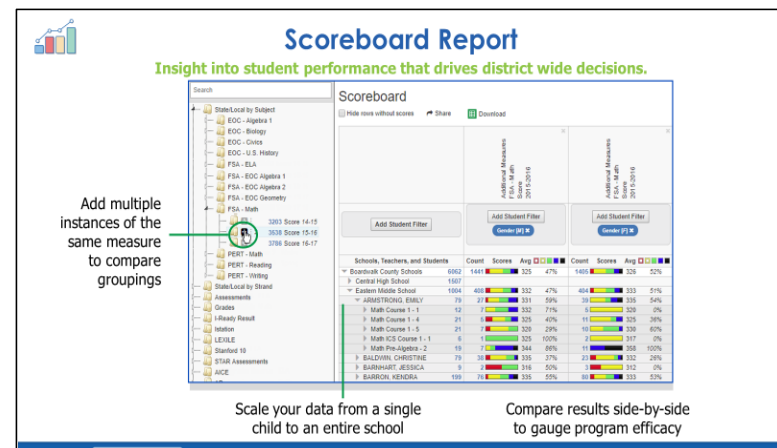


Move students as needed from differing testing states.

Live updates let you know how many questions that students have answered and when they have completed the test.

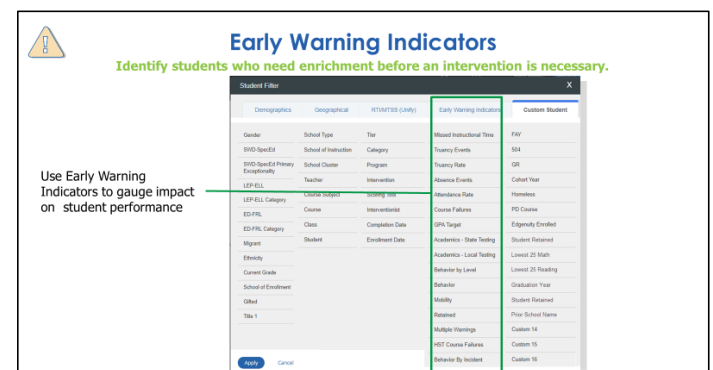
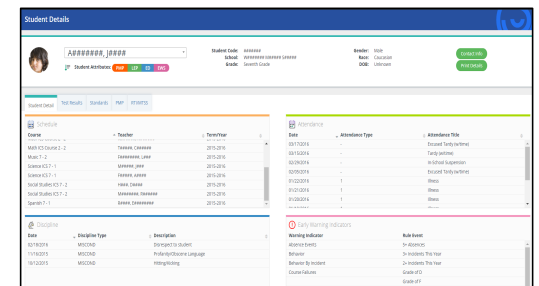
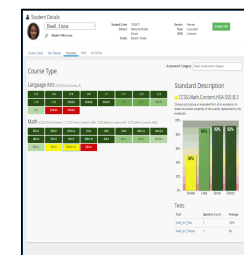
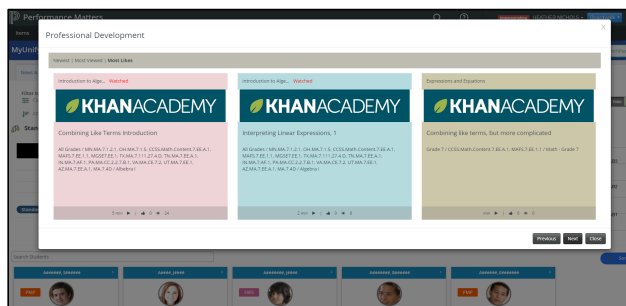
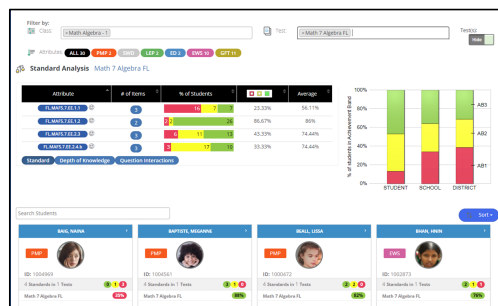
# Performance Matters And Your School Principals

- ✓ Ability to See Multiple Measures over Multiple Years
- ✓ Easily Identify Effective Programs, Instructional Strategies
- ✓ Target Professional Development Based on Student Growth
- ✓ Focus Resources Based on Early Warning Indicators and Comparative Data
- ✓ Efficiently Manage FL School Grade Components (Bottom Quartile, Learning Gains, Graduation Requirements)
- ✓ Quickly Find Students Who Need Remediation
- ✓ Pro-Actively Plan (Discipline, Attendance, Standards, PD)
- ✓ Easily Share Data with Teachers to Create Common Focus School Wide





- [illegible]





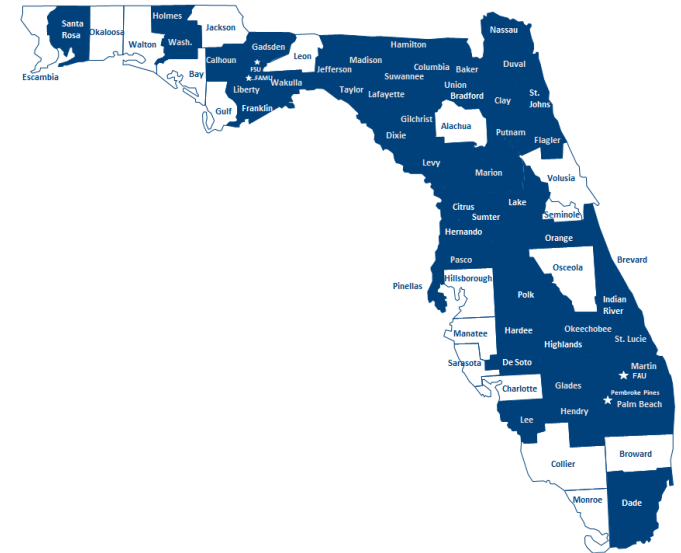
## Performance Matters A Proven and Reliable Partner for Large Florida Districts

Florida District	Online Tests	Scanned Tests
Orange County Public Schools (16-17)	1,566,076	1,715,114
School District of Palm Beach County (16-17)	2,210,978	1,435,823
Miami Dade (OLA) August, 2018 - Present	467,249	2,315,755
All Florida Districts – (2016-2017)	7,611,958	5,758,117



"PM is a difference maker in the K-12 space. They "ask the question", "listen to the customer" and "deliver on their promise". Considering the challenges we face in K-12 today, it is refreshing to align with a partner that you consider part of your team."

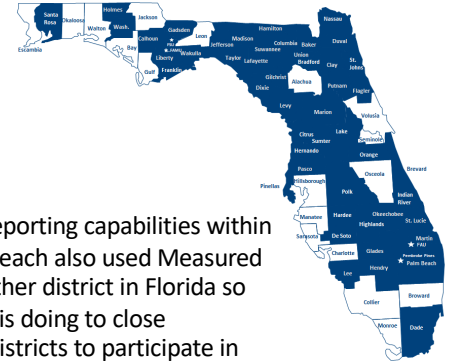
Scott Hansen, former CIO  
Marion County Public Schools





## Performance Matters

### Sample Florida District Projects



Palm Beach County Schools partnered with Performance Matters for district created assessments and to supplement current reporting capabilities within the district. In addition to authoring new items, utilizing items imported from the Florida's Item Bank and Test Platform, Palm Beach also used Measured Progress Content to create Unit Standard Assessments and FSQs. Palm Beach County has created a trust relationship with another district in Florida so that they can create and share assessments. The collaboration has been a powerful addition to the important work the district is doing to close achievement gaps and raise the bar. Additionally, as a strong member of PM Nation, Palm Beach has been a catalyst for many districts to participate in collaborative projects. The district is now rolling out the Response to Intervention/Multi-Tiered Systems of Support module.

Orange County Public Schools (OCPS) signed the contract in July 2013 for nearly 200,000 students and completed district-wide testing at the beginning of September 2013. (Affectionally referred to as "Our Sprint to Labor Day".) OCPS purchased Performance Matters to create nearly 1,000 End Of Course exams to fulfill a state mandate to test every subject. These exams were composed of items created by cadres of professionals and reviewed by content experts. The use of the platform was primarily focused on creating, delivering and reporting on these exams along with robust analytics combining multiple measures for all stakeholders in the district. Later in our partnership we received valuable feedback from OCPS Art teachers which was instrumental to the enhancements in our performance scoring. The robust online performance scoring feature enables teachers to quickly score student drawings or written work administered via online or paper administration. What differentiates our model is the ability to upload specific rubrics that have visual representation of anchors that enable the scorer to quickly judge and assign value to the work. The ability to do this online, without carrying home stacks of student papers to grade, is beloved by teachers across the country. As testing mandates evolved from district-focused to teacher-focused assessments, use of the platform was expanded for teachers and teams of teachers to create formative assessments in the classroom to inform instruction.



Pasco County Schools utilizes the full Performance Matters Platform with integrated Educator and Student Solutions. Their use of Unify allows them to perform both formative and summative assessments via online and plain paper scanning. Assessments are comprised of varying item types to include tech-enhanced items and those that require teacher scoring. Data is analyzed in the platform using locally administered assessments, state-mandated assessments, and third-party assessments sources. Pasco integrates the PM solution with their TERMS SIS.



In Pinellas County, Unify is integrated with Focus SIS. This district performs formative and summative assessments both online and via scanning. Assessments are composed of varying item types, including technology-enhanced items and those that require teacher scoring. Data is analyzed in the platform using locally administered assessments, state-mandated assessments, and third-party assessment sources.



# Performance Matters

Assessment and Analytics Overview



# Why PowerSchool Performance Matters Assessment & Analytics?

## Single Online Reporting Portal



Access a district's  
assessment, attendance  
and behavior data across  
multiple sources—  
**in one, place**

## Save Time to Focus on Student Success



**Review multiple measures**  
— state assessment data, 3<sup>rd</sup>  
party assessments, student  
demographics, and roster  
data — **to save time to focus  
on student success**

## Analytics for Better Student Outcomes



Quickly access all the  
**student, teacher, school,  
and district analytics** you  
need to improve student  
achievement

# The PowerSchool Performance Matters Difference

- 1 Unify your district with the **#1 provider of K-12 education technology solutions**
- 2 Make data-driven decisions with the **fastest and most straightforward ad-hoc reporting**
- 3 Support large-scale district testing with the **most secure delivery and proctoring**
- 4 Ensure **secure and reliable delivery**
- 5 Trust in **support you can count on**
- 6 Get up to speed with a **proven implementation process**

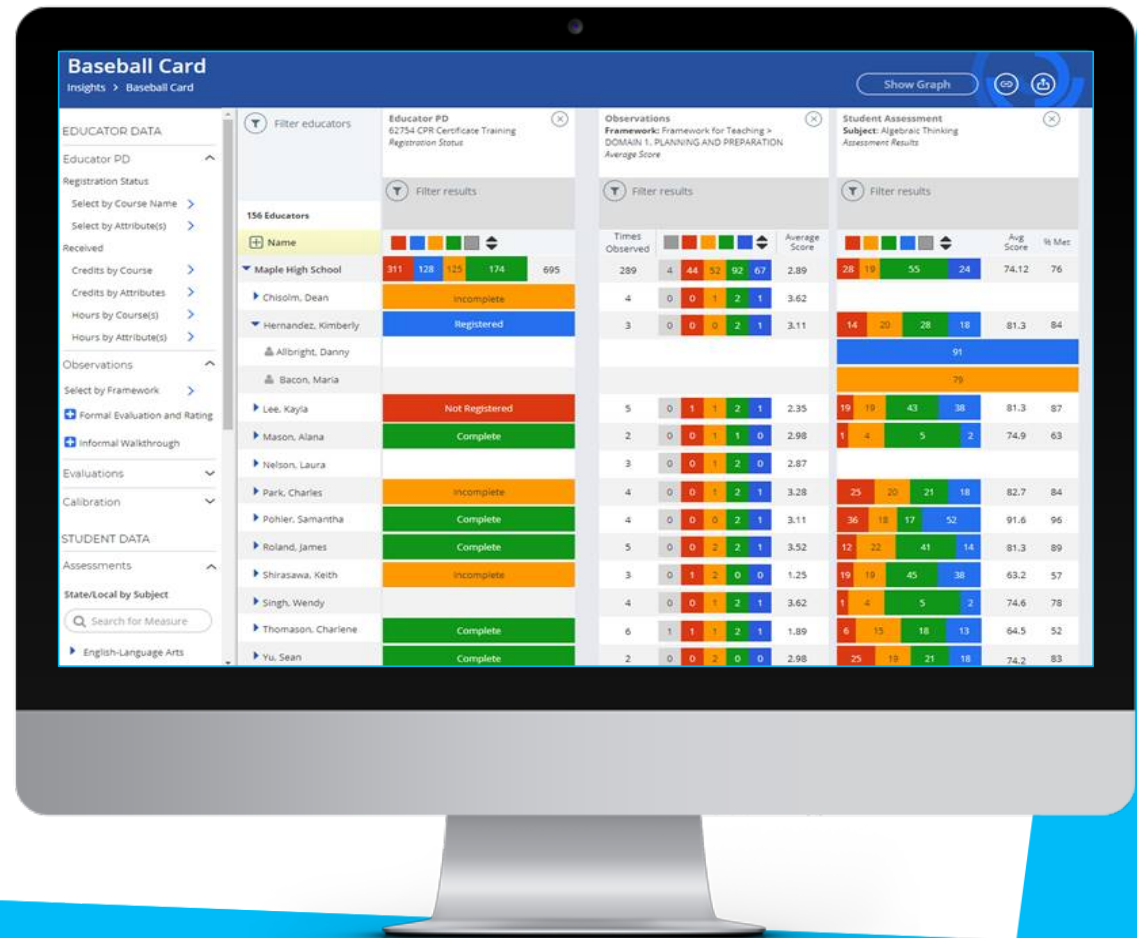
# PowerSchool Performance Matters

## **Assessment & Analytics Theories of Action**

# Connect Professional Learning to Areas of Need

Offer links to professional learning opportunities while viewing student item analysis and standards tracking assessment reports.

Bring all the data together (professional development and student assessment data) into a single analytics platform.



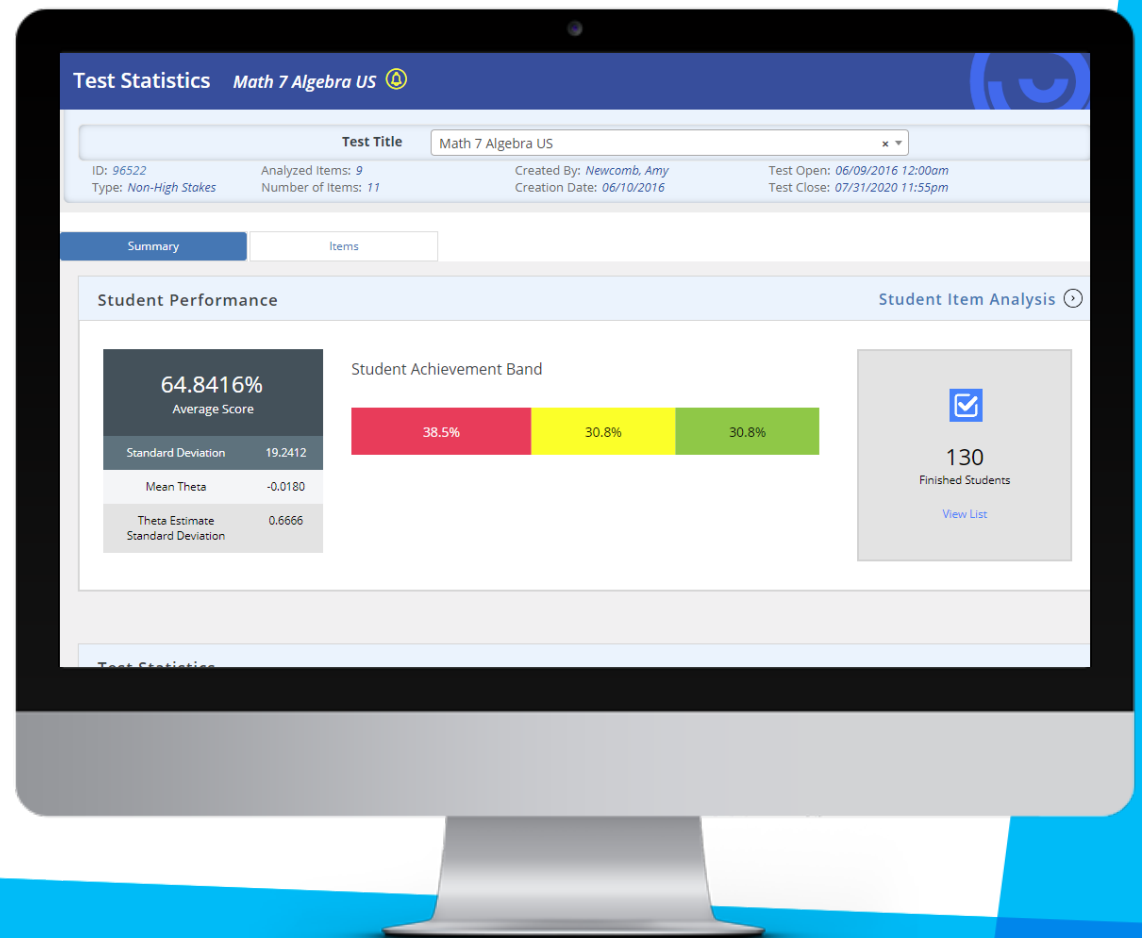
# District Wide Student Assessment in Performance Matters

Offers a dynamic tool for educators to author and administer assessments that makes gauging student achievement simple and straightforward



# Ensure Accurate Assessment Items and Tests

Provide superior test and item statistics, such as P-value, discrimination, difficulty, points by biserial, and more!



# Assessment Features Built for You



## Assessment Components

Blueprinting  
Review workflow  
Item creation  
Technology-enhanced items  
Third-party items  
Collaboration  
Assessment delivery  
Scanning



## Item Creation

WYSIWYG item creation  
Multiple interactions in one item  
Distractor analysis  
Partial credit



## Enhanced Items

Variety of item types like graphing, matching, drawing, multiple select, order, gridded response, equation, and more



## Test Creation

Easy as 1-2-3  
Collaborate with other districts: write, review, and share item and test content  
Access third-party content  
Test statistics  
Custom rating rubrics



## Assessment Delivery

Secure and controlled testing  
Use TEIs  
Online and paper-based  
Machine and human scored items



## Scanning Options

Reusable forms  
Multiple correct responses  
Immediate student feedback  
Automated scoring with 99.9% accuracy  
GradeCam integration



## Online Assessment

Secure student login  
Student access to available test only  
Highlighter, answer eliminator, text-to-speech, calculators, reference sheet, etc.



## Student Progress During Online Assessments

Live updates  
Teacher can move students to different testing states, such as not started, test in progress, and completed



## Performance Assessments

Score assessments with files such as video, audio, xls, ppt, word, writing prompts, constructed response, etc.  
Use standard or custom rubrics

# Only Performance Matters Assessment offers:

- 1 The **best solution** to support large-scale district testing with secure test delivery and proctoring.
  - Advanced security tools
  - Proctoring controls
- 2 The most detailed test and item statistics to give you **more accurate student learning data**.
  - Item-response theory
  - Test statistics reporting
- 3 **The most informative and intuitive student reporting** for teachers to tailor instruction.
  - One-click reporting for student assessment results & more
  - Teacher dashboards
- 4 The **simplest way to set up scanning** for teachers and your district
  - Set up scanning for nearly any device
  - High volume scanning capabilities
  - Scan multiple, different tests all at one time
  - More reliable scanning process to reduce errors, with support for mixed test scans

# Robust Reporting Functions through Performance Matters Analytics

Get more insights into school and district performance to continually identify, monitor and improve student performance



# Single View of Student Performance



Simple, easy-to-use reporting designed with educators in mind

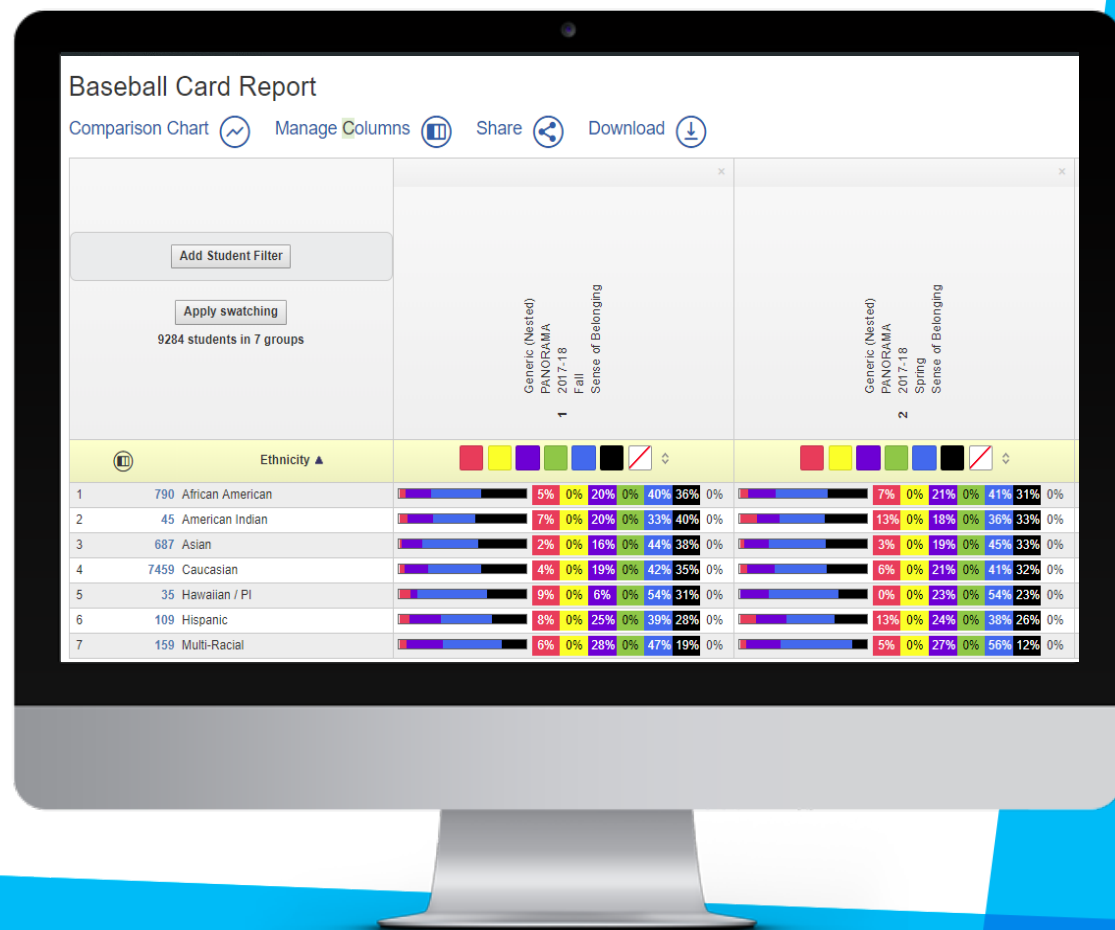
# Configure Data to Your District's Needs



Compare key performance indicators (KPIs) by class, school, and district and evaluate student achievement to identify and address student learning gaps

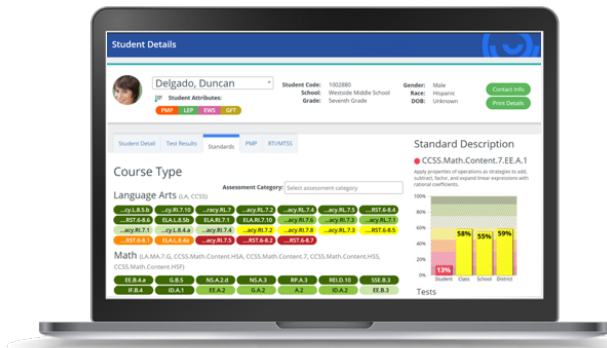
# Gain actionable insight to drive student success

- Get a **holistic view** of student data
- Adapt instruction **on the fly** with relevant, timely reports to monitor and address attendance, performance, social emotional learning, and behavior incidents
- Evaluate **impact of educator effectiveness** and **professional development offerings** on student outcomes
- Calculate **ROI on investments** to replicate success throughout your district



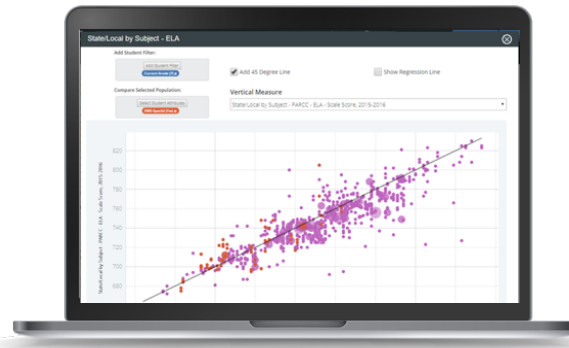
# Key Benefits: Performance Matters Analytics

## Single View of Student Performance



Access assessment, attendance, and behavior data across multiple sources – all from one place

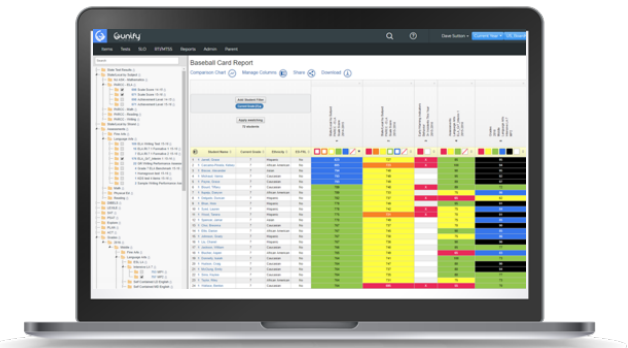
## Configure Data to Your District's Needs



Easily create custom reports to drive better decision making at every level of your district including:

- Professional Development
- Scheduling
- Resource Allocation
- Program Evaluation

## Insights for Better Student Outcomes



Quickly access all the student, teacher, school, and district analytics you need to improve student performance

# Analytics Features Built for You



## Academic Data Warehouse

SIS  
National & state tests  
Additional systems



## Student Support

Early Warning Indicators (EWI)  
Response to Intervention (RTI)  
Multi-tier Systems of Support (MTSS)  
Progress Monitoring Plans  
Social Emotional Learning



## Academic and Non-Academic Indicators

State assessment results  
Common assessments  
Teacher-created  
Third-party data



## Secure Sharing

Share custom reports by role



## Longitudinal Analysis

Identify trends across grades, classes, cohorts, or individuals



## Quick Access

Data available in reports after nightly sync



## Baseball Card Report

Compare across multiple measures to surface what's working and mitigate what's not  
Regression graphs for student growth



## Scoreboard Report

Insight into student performance that drives district-wide decisions  
Compare multiple measures  
Compare results side-by-side



## Report Filtering

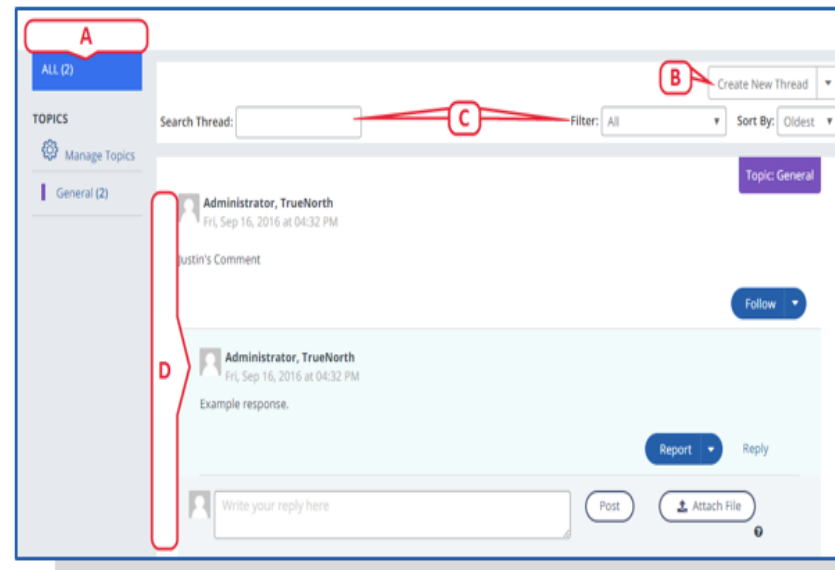
Student population  
Demographics  
Subgroups  
Programs  
Color-coded performance bands



# PLCs - Collaborative Space Accessibility

Performance Matters collaboration and communication tools such as discussion threads facilitate peer knowledge sharing and are available in courses, sections, PD Playlists, and PLCs; they can be enabled on a per-course or per-section basis. The Discussion Thread area supports participant posts and replies as well as attachments for file sharing.

- A. Topics - Choose between viewing threads for all or specific discussion topics. (Moderators also will have the option to manage topics.)
- B. Create New Thread - Start a new discussion thread.
- C. Narrow Results - Search, filter and/or sort existing threads.
- D. Discussion Threads - Interact with existing threads.





# PLCs

[Home](#) [Badges](#) [Professional Learning](#) [Playlists](#) [Transfer Credit](#) [Transcript](#) [Resources](#)

**My Learning Opportunity**  
My Learning Opportunities > My Learning Opportunity

Search for Learning Opportunities

**PLC** | 7th Grade Algebra PLC | Westside Middle School - 7th Grade Algebra PLC # Section Number: 1633

[Details](#) [Section Details](#) [Discussion](#)

**All Topics (1)**  
General (1)

[Search](#) Filter: All Sort By: Oldest [Create New Thread](#) Topic: General

**Stallone, Cindy**  
Thu, Jan 10, 2019 at 09:58 AM

**Test 1 Results**  
Hey Team,  
I began looking over the results from our first assessment. While we outperformed the district as a school, overall, we have quite a bit of work to do on standard: 7.EE.A.1  
I have attached a copy of my SIA report. Please take a peek at yours and be prepared to discuss the questions below. (Principal Wright also placed the report in shared reports in Unify)  
1. Can you identify any specific student group trends that help understand the misconception around the standards?  
2. Are there any questions that are problematic for your classes? (Let's compare notes here and then we can look at Test Stats).  
3. What changes should we consider in the curriculum map next year for Standard 7.EE.A.1?  
4. When and how do you want to reassess this standard for Mastery?  
How will we regroup our students for remediation and enrichment based on this assessment?


CStallone Alg 1 SIA.pdf [Follow](#) [Delete Thread](#)

Write your reply here

Attach real time reports from Performance Matters Analytics to stimulate and structure professional discourse.



# PLCs


**Stallone, Cindy**  
Thu, Jan 10, 2019 at 09:58 AM

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**Bucher, Amber**  
Thu, Jan 10, 2019 at 10:12 AM

Hey All,  

I pulled a Comparative Results report by teacher so we could look at our classes by standard. Ms. Quayle rocked the 1st and 3rd standards. Christina - I can't wait to hear how you prepped and taught these standards. I am open to taking any of the re-teach groups and look forward to our conversation. Report attached.

**Media Locker**  
Files (2)  


Type	File Name
	Comparative Results - Mat...
	Comparative Results - Mat...

Easily follow the discussion sequence and access all documents uploaded in the expandable media locker.



# PLCs

Moderators and Administrators have visibility into the work of the PLC to offer support and guidance. Since reports and commentary are easily located and always accessible, administrators can efficiently monitor all PLCs to continue to move teachers and students toward shared goals.

 **Stallone, Cindy**  
Thu, Jan 10, 2019 at 09:58 AM

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 **Wright, Holly**  
Thu, Jan 10, 2019 at 10:24 AM

I really like the dive into data here Math Team! Please let me know what you determine as far as curriculum changes as I would like to make sure that the District Math Leads are aware of our recommendations! Keep up the GREAT work!!!

 **Quayle, Christina**  
Thu, Jan 10, 2019 at 10:26 AM

Hey Amber - I LOVE the Comparative Results report you pulled. I am going to add some filters as I think my gifted class is skewing my numbers. I did use the "Distributive Rap" to help my kids remember some of the rules. I will share on Thursday!

Reply | More Actions 